


MPA/MSA PROGRAM SURVEY
OF
COLUMBUS STATE UNIVERSITY ALUMNI

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A THESIS

Submitted by Judith A. Frix
in partial fulfillment of the requirements
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By

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ABSTRACT

Questionnaires were mailed to all Columbus State University MPA/MSA alumni, and the responses were used to evaluate alumni perception of the program. Survey questions included: indication of the alumni option area; selection and evaluation of program objectives; relationship of the degree to the objective; year of graduation; perceived importance of the degree to life success; job status during and after completion of the degree; rankings of curriculum, support facilities, and advising; value of degree versus the cost of acquiring the degree; the fulfillment of learning expectations; career goals reached through program training; contribution of the program to the general knowledge of administrative practices and issues; contribution of program to the individual's ability to analyze, devise, deal with, communicate, and make effective decisions; which skills were ranked as the most helpful; program impact on the individual's ability and/or perspectives; and whether there is a need for further education in connection with career development. The survey found overall satisfaction in the Columbus State University MPA/MSA program. Health Service Administration alumni did not have as high an approval rating as did General Government Administration or Justice Administration alumni responses. The greatest dissatisfaction was found in job placement upon receiving the degree. Responses expressed a need to review courses related to budgeting and financial administration. The majority of respondents had high commendation and praise for the program.

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INTRODUCTION

The purpose of this research paper is to assess the effective, efficient, and responsive objective of professional education through the Master of Public Administration (MPA)/ Master of Science Administration (MSA) program.

The question to be analyzed is the value of the Columbus State University MPA/MSA degree. There is no doubt that “[the] breadth and complexity of issues with which public administration deals naturally requires the pursuit of multi-disciplinary influences rather than a singular orientation or perspective” (Ferraioli, 2001, p. 1). Academia must be reviewed and evaluated periodically to determine the value of a degree in relation to objectives and multiple issues such as public administration strategies; understanding of organizational skills, ethics and applications; the budget and finance process; leadership and team building proficiency; communication abilities; and many other general competencies which need promotion in the workplace. The value of program effectiveness, efficiency, and responsibility toward responsible objectivity must be determined.

Active elicitation of feedback infused with shared accountability for success will nurture feelings of worth and pride in the work of government not only by those who perform it but in all citizens. Thus, establishing a positive image must be based on substance. To paraphrase Nimmo, image consists of how a person is perceived by others which, in turn, is based on the messages (attributes, qualities, etc.) that are projected. Therefore, how one is perceived (public administration/public servant/government) is dependent on what one does and how one does it (Ferraioli, 2001, p.2).

The value of the Columbus State University MPA/MSA program/degree will be examined and evaluated through the responses given by alumni of Columbus State

University MPA/MSA program. Information will be gained from the MPA/MSA alumni through a questionnaire survey. Tabulated responses and specific comments will be used to analyze responses.

Information gained from these alumni responses will be regarded as uniquely valuable, for it is they, the graduates of the Columbus State University program, who have the knowledge, experience, and understanding of the needs, the quality of, and the personal encounter with the program and its content. Considering alumni familiarity with work and degree application, alumni responses to this thesis questionnaire will give a precise assessment of the MPA/MSA program.

The determination of the value of the Columbus State University MPA/MSA program is based upon alumni opinion through comparison of past, or exit evaluation, and present graduate evaluations after time has evolved and after the student has gained some experience in the workplace or other placement in life and is more capable of assessing the quality of the degree. Research data will expectantly grant the MPA/MSA university administrator a better and more objective evaluation of the program. In addition to administrative value, the university lecturer may also gain insight toward a more meaningful course design and presentation in relationship to what is felt, by alumni, to be most needed in course application. Through the research data, analysis can be applied to determine methods to enhance and/or improve the MPA/MSA program for present and future curriculum.

LITERATURE REVIEW

A masters degree in public administration (MPA) is the most common degree for individuals seeking employment and advancement in government services and related fields. Degree titles may vary in concentrations, but all degrees are professional in the training of expert skills and core curriculum is designed “to teach the skills required for effective public management - budgeting, ethics, policy analysis, nonprofit management and much more.” Depending upon the university, graduate degree studies emphasize distinctive curriculum in the field of public administration. “While the title of the degree is not important, the substance is” (NASPAA: Public Service Careers, 2001, p. 1).

Concerns for substance date as far back as 1938 when Robert M. Hutchins argued that nothing could be taught that called “public administration as such” in higher education. Hutchins concluded that the best that colleges could do was to “give their student an education” (Hutchins, 1938). William E. Mosher defended the educational process in public administration as that which could be considered professional:

... in view of the large body of knowledge now available concerning administrative practices and methods it is possible for one to equip himself for an administrative career in much the same way as physicians and engineers are equipped for the practice of their professions (Mosher, 1938).

In 1938, under the administration of Franklin D. Roosevelt, a new era began. Under an executive order by President Roosevelt, requirements were instituted toward the “establishment of divisions of personnel in all major federal departments, each to be headed by a director of personnel.” Emphasis was shifted “from the protectionist philosophy that had dominated the public personnel field since the 1880’s to a new

progressive, forward-looking philosophy of trying to bring the “best” people into government service” (Elliot, Gibson Lecture, 2001).

In reaction to the era of spoils system of partisan political support, the Pendleton Act of 1883 was legislated. The Merit System followed with employee protection measures of Social Representation through percentage representation to percentage of the population. Although “still a very young field of study,” Public Administration has progressed to today’s dilemma of ‘efficiency values’ solutions. Values are the demands made by the public at the time of administration. ‘Values’ solutions are problem solving scrutiny to the built-in value conflicts particular to prior and present value demands and the historical treatment in relation to the public values (Hoogenboom, 1961). Era, political view, and public demand all play part in the ‘Values’ theory. Robert Elliot describes ‘value eras’ through the decades of evolution:

By the 1930s, the field had started to develop its own professional specialists in selection, classification, job analysis and other functional areas. By the 1960s and early 1970s, personnel became a primary vehicle for the implementation of public policies designed to bring about a more representative public work force and, by the late 1970s, the personnel field started to feel the cross pressures caused by claims of reverse discrimination by the white majority class. In the 1980s discussion is focusing on the role of women in the American work force and on policies and procedures designed to cope with shrinking resources sometimes referred to as “cutback management.”

(Elliot, Gibson Lecture, 2001).

The primary values that have played a major role in the evolution of public administration and that “have played the major historical role in determining the present shape of the personnel field” are:

Elitism - a belief in control by a small and privileged group. Generally used to characterize our very early public service - especially prior to the time of Andrew Jackson. A tendency to view the upper levels of the public

bureaucracy as being occupied by a privileged and closed group.

Spoils - rewards in the form of government jobs or other types of preferential treatment given by successful political candidates in exchange for partisan support. Spoils still exist to a limited extent at all levels of the public service in the United States.

Racism - the notion that one race is superior to another race and, therefore, is entitled to differential treatment based on race. A racist personnel system is one that gives unwarranted advantage in its personnel policies to one race.

Sexism - prejudice based on a person's sex. An arbitrary stereo typing of males and females on the basis of their gender. A sexist personnel system would condone unwarranted advantage in its personnel policies to one sex.

Merit - value, excellence, or superior quality. A merit system bestows rewards based on a person's merit (sometimes determined through competitive examinations). A reaction against the spoils system.

Protectionism - an attitude or opinion that politicians are out to subvert the merit system concept, throw out of office current employees, and insert their political cronies into merit system positions. Therefore, a major responsibility of the public personnel professional is to guard public merit system employees from partisan political abuse. Elaborate procedural safeguards for the public employees have been institutionalized in most public merit systems throughout the United States. Rights to public hearings, to lengthy appeals, to unionization, and to collective bargaining all serve to protect today's public employee against arbitrary and capricious treatment by management.

Political neutrality - the act of not taking sides in a political conflict and exercising detached objectivity in performing job duties. This value is a thread woven deeply into the fabric of public personnel administration. In practice, this means that civil servants hired under a merit personnel system are expected to remain nonpartisan and simply be the objective implementers of the policy directives of whichever party is in power. Politically neutral employees do not gain office because of their political attitudes, loyalties, and service.

Rationalism - belief based upon reason or logic; the belief that reason is the prime source of knowledge and that it provides the only valid basis for action. A personnel system based on rationalism would emphasize logical systematic procedures derived from research and study. A part of the "scientific management" approach to organization.

Efficiency - acting effectively with a minimum of waste, expense, or unnecessary effort. It is a value closely tied with rationalism and both are related to the

scientific management movement of methodology. An efficient personnel system maximizes productivity and minimizes waste and cost in its procedures.

Executive Leadership - Public personnel administration should be viewed as a “tool” by which a chief executive can better manage the organization and accomplish stated objectives. The personnel officer should report to and be responsible to the chief executive. The purpose of the personnel officer under this theory is to advise the executive about personnel techniques and policies that will enable him/her to successfully implement programs. A view of the public personnel function as an aid to the chief executive rather than as a protector of the merit system from the chief executive.

Political Responsiveness - an idea akin to the previous definition of “spoils” but in a larger context. Political responsiveness implies a recognition by the personnel field of the legitimacy of the electoral mandate on the part of the political official and a willingness to yield, in some circumstances, to enable this official to accomplish legitimate stated objectives. This is not to be taken to mean the illegal subversion of merit system rules and regulations, but rather an attitude of cooperation and a willingness to be creative and innovative in finding mutually acceptable ground that enable the elected official to accomplish stated objectives of the office administration.

Equity - the state of being just, impartial, and fair. This is not necessarily synonymous with equal treatment. An equitable personnel system is one that is based on a commitment to just and fair treatment in all areas.

Social Representativeness - As decisions made in the public bureaucracy have a tremendous impact on the lives of different citizens, the bureaucracy should, in its physical makeup, its attitudes, and its actions, reflect the heterogeneous nature of the American population. This is still a controversial assertion based on a number of unproven assumptions regarding the causal links between an individual’s background, attitudes, and behavior, but it remains an important pressure on the public personnel system.

Professionalism - Without engaging in a debate over the status or lack of status of personnel administration as a professional field, the term professionalism is used here to imply adherence to a generally recognized body of standards in making work-related decisions. A professional is one who identifies with outside criteria followed by other experts in a field; one who is not strictly guided by the internal morals, ethics, and standards of his/her own organization, but often looks outside his/her organizational bounds for other points of reference in decision making. Public personnel have often been criticized for lacking a real force toward professionalism. (Elliot, Gibson Lecture, 2001).

Values and conflicts to the values of administrative techniques are based on what

the public will accept. Sometimes dilemmas develop in opposition to the presiding administrative practices. Each value (administrative technique) is analyzed from “the perspective of being a dilemma. The different sides of the dilemma are usually based on conflicts” of the values (Elliot, Gibson Lecture, 2001). Some of the major or important value conflicts that have evolved over time and brought us to present day ‘values’ are:

Merit vs. Spoils - The most obvious conflict is that between the desire of the professional politician to fill jobs with political supporters and go around the traditional selection process based on merit, vs. the desire of the personnel administrator to hire strictly on level of attained competence based on examination. This conflict was once beautifully articulated by a southern politician when he said, “You know, I really believe in the merit system. I just always believed that my friends had more merit than my enemies.”

Rationalism/Efficiency vs. Political Responsiveness - Pressures to base decisions on systematic study and logical reasoning collide with the elected officials’ desire not to have the waters ruffled. For example, research studies may indicate that, in order to stem the “brain-drain” from the public sector to the private sector because of pay compression for senior level executives who can earn much more in the private sector, large-scale pay adjustments may be necessary. This may be the most rational decision and, in the long run, the most efficient decision for the public service. However, it may not be the most politically popular decision at a time of cutback (layoffs and/or dismissals) management and negative public perception of civil servants. Therefore, rationalism/efficiency collides head-on with pressures to be politically responsive and to accommodate the realities of the political environment.

Social Representativeness vs. Equity - Affirmative action hiring based on attaining stated hiring goals for women, Hispanics, and blacks collide with white male claims of inequitable treatment and “reverse discrimination” caused by the use of such goals.

Executive Leadership vs. Protectionism - Pressures for executive leadership demand that managers be allowed to control their work force. Pressures for protectionism of public employees mandate that employees be guaranteed certain rights. These two forces clearly collide when the personnel agency issues new guidelines for the implementation of a performance evaluation system and in this system specifies that an employee would not be permitted to file a grievance or appeal a performance rating on the grounds that this rating is exclusively a management right (Elliot, Gibson Lecture, 2001).

Conflicts are endless and “personnel administrators continually face a series of dilemmas with no apparent solution.” From the entrance of Roosevelt’s administrative personnel management ideas to today’s public personnel management, many hurdles and obstacles have been traversed. Transformations of personnel management as “an impediment to executive control,” have evolved toward “personnel” as a tool for leadership. “Personnel Management” has been moved from administrative control and deliberation, to the center of the decision-making process, changing the concepts of the public administrator as a whole (Elliot, Gibson Lecture, 2001). Through the progression, education of old and new legislations and theories of practices have followed, which now brings competency-based curriculum back into focus: specifically personnel management and competency-based curriculum.

An article published in the October 1996 *Journal of Public Administration Education* brought attention to the concepts of this new and demanding field of personnel management and the questions surrounding competency-based curriculum as avenues toward teaching public personnel management. Peter Vaill wrote:

The term competency-based curriculum refers to an integrated set of courses, pedagogical methods, and assessment techniques designed to achieve specific educational outcomes relating to professional competencies. The concept does not assume that an administrator’s job can be understood solely in terms of a distinct set of competencies or that developing such competencies ensures managerial effectiveness (Tompkins, Laslovich, & Greene, 1996).

Competency-based curriculum assumes instead that, generally speaking, students provided with opportunities to acquire a broad range of knowledge, skills, and other individual capacities are more likely to perform competently as administrators than those who are not given such opportunities. A competency-based curriculum is simply a tool

for ensuring that curriculum provides opportunities for students with specific educational outcomes clearly in mind (Tompkins, Laslovich, & Greene, 1996).

In 1991, it was still a troublesome issue of “*what and why*” in the curriculum for students of public administration. Consensus emerged in the objectives of specific skills and knowledge which could be studied to enrich and contribute to the success of public administration. Public administration academic programs were given the responsibility to teach and nurture Public Administration Academia. Debates in public service education focused on “what should be taught and not much on how teaching and learning should take place.” Educational format came into question with the ‘X’ (child) and ‘Y’ (adult) approach. Theory ‘X’ asserts student-as-child (pedagogy) while ‘Y’ considers student-as-adult (andragogy). Below are two charts summarizing the concepts:

Basic assumptions of educational theories of X and Y	
Educational Theory X	Educational Theory Y
Dependent learns	Autonomous learners
Learners lack relevant experience	Learner's experience a key learning resource
Agenda must be set by teacher/institution	Learner can identify own learning needs
Prepare for future	Solving today's problems

Fundamentals of Educational practice in education theories X and Y	
Educational Theory X	Educational theory Y
Teacher directs learner	Reciprocity in the teaching/learning transaction
One-way communication from teacher to student	Multidirectional communication
Teacher makes all curriculum decisions	Facilitator helps learners diagnose learning needs
Study subjects in preparation for future	Learn by working on today's problems

(Balfour & Marini, 1991, pp. 481-482).

Pedagogy is the art, science, and practice of teaching either adult or children, avoiding characteristics of adult education literature and incorporating characteristics called andragogy. Andragogy (coined in the *mistaken* belief that pedagogy refers etymologically to education of children) is an adopted term of some specialists referring

to “philosophy, principle, and practices . . . found most useful in dealing with the special learning needs and characteristics of adult learning” (Balfour, & Marini, 1991, pp. 479-481). Problematic to the theory itself was the terminology, a small but precise problem, which in theory should have been balanced to give a concise overview, as in the remediation of Waldo’s three blindfolded individuals.

Looking back to 1961, Dwight Waldo compared “organization [curriculum] studies to the parable of the three blindfolded individuals placing their hands of different parts of an elephant, and coming up with rather different characterizations of the ‘organization’ [degree].” Uncertainty of curriculum for the degree study seemed apparent to Waldo. Years later (1978), Waldo “revisited” what he had ascertained about organization and the elephant theory, and found that the “field still seemed scattered somewhat randomly around the elephant, offering accounts that did not fit together well and that seemed to miss the elephant-as-a-whole” (Waldo, Balfour & Marini, 1991). Excessive rationalism and functionalism (working in precise sequence/order) seemed to be a part of the problem, because organizational experiences often exhibit events and behaviors, out of the blue, which make no sense at all. An example would be the trends of society: approval or acceptance of one agenda and disapproval or rejection of another. Applying this theory to the Public Administration practitioner eludes rationality and design, yet makes sense to the age old phenomenon of public demand. To overcome and function rationally, Argyris pursues many examples of good organizational advice in his Model II theory which had governing values of “valid information, informed choice, and responsibility for implementation.” Removing the blindfold to human behaviors in the “unconscious processes of groups and organizations” may allow practitioners to see that

there are no elephants at all, but individuals and collective projective identifications. Without blindfolds, managers would be left only with their selves and their “relationships with others in groups in organizational and social contexts.” Also, if management remains “blind to important parts of the elephant, [they] thereby raise the odds substantially of being blindsided by the elephant” (Adams, 1994, pp. 77-82). In simpler terms, the public administrator must envision the parts as well as the whole for the benefit of all concerns.

Blindsided attitudes have been shown to be detrimental, yet often ignored in the process of educating and training professionals. Too often, the awareness of what are classified as alternative kinds of knowledge is overlooked or ignored. Mary Schmidt describes four types of alternative knowledge (‘A Feel for the Hole’ Knowledge; ‘Intimate’ Knowledge; ‘Passive/Critical’ Knowledge; ‘A Feel for the Whole’ Knowledge) “that differ from the mainstream concept of scientific knowledge.” “A Feel for the Hole” knowledge is explained as knowledge that can “only be learned in the field, by direct hands-on experience in specific situations, under the guidance of a master craftsperson.” “A Feel for a Whole” knowledge is that in which is considered *collective* knowledge of a combination of participants. The idea is that no one sees all, but every one can see something to contribute to a greater more precise overview (fuller picture). “Passive/Critical” knowledge is analogous to an interested amateur having the “critical ability to distinguish between a masterful and sloppy performance” and offering “evidence in valid arguments as sound as any expert’s to support his or her judgment.” Schmidt attributes the lack of attention to the three knowledge alternatives to status factors. “[It] is science that dismisses knowledge expressed as feelings, engineering that scorns the knowledge of

uneducated laborers, and bureaucracy that disaggregates such knowledge. Thus the reasons seem to lie in the context of these three overlapping institutions.” Another form of knowledge, classified by Schmidt, is knowledge of a close (intimate) association.

“Intimate” knowledge is developed over a period of time through observation. It is an acquired familiarity in which if known well enough, one can “recognize when something is amiss and even how to cope with it.” People often fail to act, or utilize this knowledge because “they do not understand the significance of what they see, or do not feel responsible, or even know who is. . . . Outside amateurs may also rightly fear that if they voice their concerns, the people in charge will dismiss them as unqualified meddlers” (Schmidt, 1993, pp. 525-529). Charles Perrow concluded:

The knowledge and action of lowly workers is often vital in coping with unforeseeable events. Such a bottom-up approach horrifies the technical elite, who deem the public, and lowly workers, irrational. Non-experts do not use logic and statistics to make rational decisions about risks the way experts do. On the other hand, studies show that ordinary people consider many technologies in a larger context, with a sense of “dread,” which combines their feelings of limited control and fears about the long-term future with skepticism about the ability of experts or institutions to avoid potential catastrophes (Perrow, 1984, p. 328).

“Because of our different perspectives and limited abilities, we need each other. In working together, we enrich our view of the world and increase the possibilities of solving problems” (Perrow, 1984, p. 321). The four types of alternative knowledge (A Feel for the Hole; Intimate; Passive/Critical; A Feel for the Whole) are combined into a kind of knowledge of the whole and exhibited in problem solving criteria. Modern management (public personnel administration) demands new problem-solving abilities (Pynes, 1997, p. 14). Problem-solving is an on-going process in the MPA program at CSU. There is no “problem-solution” course. It is instilled in every class in exercises

and evaluations (Chappell, 2001, Interview). Through research papers, projects, student opinions to class discussion, growing knowledge and ideas are conveyed between teachers and students. Through evaluation methods, universities can be alerted to student satisfaction of subject curriculum, participation, teachers, and performance.

Performance evaluation in grading is another means of building management criteria. The examples teachers set through grading is a form of performance evaluation. In a list of standard purposes for performance evaluation, four basic goals surface:

- Identification of problem areas and giving feedback.
- Promoting effective communication between supervisors and subordinates.
- Allocation of organizational rewards and sanctions.
- Data for institutional research.

Evaluation techniques can not independently carry total evaluation through. As subjectivity allows discretion on the part of the evaluator, trust must be established between the evaluator and the person being evaluated. “[Without] trust, performance evaluation cannot be effective” (Aufrecht, 1997, pp.43-50). Notwithstanding trust and evaluation, the basics of degree competence must be met through the core curriculum.

Core curriculum sometimes presents a dilemma in what to be included. In 1995, Waugh found that 70% of MPA programs had incorporated skills of microcomputers into coursework and “Roeder and Whitaker (1993) found that information management and computing application had the highest allocation of courses of the ten areas covered by the (National Association of Schools of Public Affairs and Administration) NASPAA standards” (Rocheleau, 1998, pp. 193-195).

Factors that influence the core content and structure of the MPA program are:

- Faculty resources for information technology and the degree to which the programs rely on internal versus outside courses and resources.
- Focus of the MPA program.
- Nature of the information technology skills that MPA students bring to the program.
- Nature of the information technology skills required by the jobs that the program's students are seeking (Rocheleau, 1998, pp. 193-195).

Little has changed in the consensus “on some aspects of the desirable public administrator” and the educational aims (Balfour, & Marini, 1991, p. 483). Graduates possess a wide range of skills and enter the job market prepared for many different professions, yet they all have something in common: public affairs graduates “understand the challenge, anticipate the excitement and accept the responsibility that comes with managing the public sector” (NASPAA: Public Service Careers, 2001, p. 1). Considered characteristic of the Public Administrator are individuals who:

- Can deal with change, uncertainty, turbulence, ambiguity;
- Are sensitive to and capable of working with diverse values;
- Will continue learning and developing professionally and intellectually throughout their careers;
- Are not passively obedient but committed to appropriate values in ways which would make a public administrative Watergate or Iran-Contra affair unlikely;
- Can work with colleagues, superiors, clients, and constituents in constructive and open ways while sustaining a strong sense of character, ethics, and civic and professional commitment;
- Are flexible, open minded, and capable of finding new information on their own, absorbing new information and insights, and correcting their paths when what they learn indicates the need for correction; and
- Are largely self-directed, creative, and have a proper sense of autonomy as well as responsibility.

(Balfour, & Marini, 1991, p. 483).

The combined characteristics of the Public Administrator enhance individual adaptation to the ever changing world. At Columbus State University (CSU), the Master of Public Administration program seeks “professional education for effective, efficient, and responsive public service in a changing environment.” CSU graduates of the MPA program have curricular options in General Government, Health Services Administration, or Justice Administration. Graduates learn the “aspects of administration and policy” as well as “standard practices and contemporary issues” associated with:

- Acquisition and use of knowledge in relation to public service;
- Organization behavior and leadership and managerial skills and techniques;
- Budgeting and financial administration;
- Human resources administration;
- Administrative responsibility, including relations with elected officials and the public;
- Ethical dimensions of the workplace and of public service.

(CSU MPA program, 1998, pp. 1-2).

Individual characteristics of public administrators, combined with directives in standard practices and issues, need focus on core content of curriculum effectiveness and assessment that the program objective is being met. To assure that a competency-based curriculum is offered, student satisfaction of the degree program should also be established. A survey of alumni is one means of evaluating student satisfaction with a program. Columbus State University regularly evaluates the MPA program’s success “using surveys of alumni, alumni tracking, comprehensive exit examinations, and qualitative judgments reported by advisory committee members, alumni, and employers of alumni” (CSU MPA program, 1998, p. 3).

In surveying the MPA program, it is also helpful to understand who takes Public Administration courses. In the academic year of 1997-1998, sixty-two percent of Masters recipients were women. Doctoral recipients by women were 43% in relation to overall Doctoral degrees received in Public Administration. The chart below exhibits statistics for African Americans, Latinos, American Indians, Asian Americans, and Internationals.

Characteristics of Graduates

Degree	Year	Women	African American	Latino	American Indian	Asian American	International
Masters	1998	62	16	7	1	5	10
Doctoral	1998	43	12	5	0	5	35

(NASPAA: Survey Enrollment/Degree, 2001, pp.1-2).

Another factor which should not pass review is the 'Impression, Incentives, and Impediments' that come from the graduate student's view of Federal employment. In a 1998 survey of 477 (28 MPA and MPP programs) graduate students, it was found that Federal Civil Service was "not nearly as appealing to these first-year students as might be expected." Federal jobs were a priority for only about one fourth of these students. Federal jobs were viewed as "offering attractive benefits and job security, . . . no other features were widely viewed as positive."

Highlights of the study/survey were graduate student impressions, appeals, and preferred career sectors. Impressions of Federal Jobs, the premise of the survey, sought response to attitudes or theories of working for Federal government (not in military or as elected politician) in jobs where recent graduates might be employed. In focusing on the appeals of Federal Careers, the study/survey divided viewpoints into four areas:

- *Stalwarts*: Thirty-six percent (36%) of the surveyed new graduate students of public administration and public policy related that working for the Federal government was either "very appealing" and /or that it was their

top preference over other options (state or local government, non-profits, business and the private sector).

- *Sympathizers*: Twelve percent (12%) consider a Federal job “fairly appealing” and ranked it as their second choice (usually behind non-profits or state and local government).
- *Skeptic*: About 36% of students surveyed consider a Federal job to be no more than “slightly appealing” and give it a lower priority - but do say that “at some point” they would be willing to “consider working for the Federal government.”
- *Scorners*: A total of 16% of these graduate students said they would not even “consider working for the Federal government” at any time during their career.

(NASPAA: View Federal Employment, 2001, pp. 1-2).

In research by the National Association of Schools of Public affairs and Administration (NASPAA) qualities typical to Federal employment were rated by percentage response to numerous questions of employment attractiveness. The following chart indicates responses from the student survey.

Percentage of Respondents that think the following qualities are “very/mostly” typical of Federal Jobs			
Attractive Benefits	84%	Job Security	74%
Advancement Opportunity	58%	Workplace Diversity	57%
Good Family Leave	57%	Peers Respect Job	56%
Challenging Work	55%	Salary Increases	45%
Impact National Issues	43%	Modern, High-tech	36%
Make World Better	36%	Help Others Directly	35%
Merit Rewards/Recognition	34%	Per. Growth and Skills	33%
Congenial Office Relations	30%	Capable Co-workers	29%
Good Starting Salary	25%	Efficient Procedures	23%
Low-Pressure Work	21%	Relations Outside Office	18%
Freedom on Job	10%		

(NASPAA: View Federal Employment, 2001, pp. 1-2).

The preferred career choices of MPA/MPP students by first choice employment, is indicated below:

Federal employment	26%
State employment	11%
Local employment	15%
Non-Profit employment	22%
Private Sector employment	26%
<hr/>	
Total	100%

It was found that “those who value and are optimistic about chances for personal growth and job security are also significantly more likely than other MPA/P students to want Federal careers.”

Along with these opinion factors, the attraction to Federal jobs is stronger among those who have friends and relatives who work for the government. . . . Even students who are eager to get a Federal job believe that doing so would probably be a prolonged and laborious process.

(NASPAA: View Federal Employment, 2001, pp. 1-2).

In terms of numbers, the Columbus State University MPA program centers around law enforcement and/or Criminal Justice criteria (2000/2001 Survey of MPA/MSA Alumni). Of the two-hundred and thirty (230) respondents, ninety-four (94) were graduates of the Justice Administration option area, giving a percentage rate of approximately forty-one percent (40.9%) enrollment response. General Government was the next highest at approximately thirty-six percent (35.7%).

The *Trend in Placement* of graduate students by sectors of employment has fluctuated over the years between 1977 and 2000 (Chart: p.20). In a survey of graduate students by NASPAA, it was found that between the years of 1977 and 1985, the percentage of placements into local government fell by nine percent but exceeded the

original employment status by the year 2000. Placement in state government has declined almost continuously from 1977 to 2000 by a reduction of five percent. There was a four percent drop of employment placement in the national government through 1997-2000, although there was a four percent rise by 1985, falling back nine percent by the year 2000. Increases reported in employment placement of graduates for years 1997 through 2000 were local government: four percent and private sector placement: three percent (NASPAA: Trends, 2001, p. 1). Job placement fluctuation and attitude toward the job market and an individual's attitude toward personal issues in life certainly show changeability, as does in student mind-set when first entering college.

Fluctuation in the mind-set or attitude of students first entering college, toward community and volunteer participation between 1966 and 1996, has been noted in chart: *Attitude of Students Entering College* (Chart: pp.21-22). Participation in organized demonstrations grew from 16.6% in 1966 to 41.2% in 1995. Objectives which were considered to be essential or very important, such as becoming a community leader, fell from 56.1 percent in 1966 to 32.1% in 1996. The importance of "keeping up to date with political affairs" also fell in concerns of objective significance in students first entering college, from 57.8% in 1966 to 29.4% in 1996. Involvement in environmental clean-up exhibited a noticeable drop between 1970 and 1996 from 42.9% to 20.7%. Those who performed volunteer work between 1985 and 1996 stayed somewhat consistent with a difference of participation in volunteer service down by only 1.4%. Notable to the survey was the percent of college entrance students, who stated their agreement in belief that they could realistically, as an individual, do little to bring about changes in society. The peak (47.9) of agreement with this view crested in 1975.

Trends in Placement by Sector

Sector	2000	1997	1989	1987	1985	1983	1981	1979	1977
Local Government	34	34	22	25	21	23	32	32	30
State Government	18	20	16	15	18	17	17	22	23
National Government	12	10	21	21	16	17	17	19	18
Non-Profit Sector	16	18	11	10	*	*	*	*	*
Further Graduate Work	3	*	3	3	5	4	4	5	10
Private Sector	11	11	9	10	11	12	6	9	8
Returned to Home Country	*	*	4	6	*	*	*	*	*
Other or Unclassified **	6	7	14	10	29	27	24	12	11
TOTALS	100	100	100	100	100	100	100	100	100
* Question was not asked this year ** Includes University, International and Unknown									

(NASPAA: Trends, 2001, p.1)

Attitudes of Students Entering College

Year	1996	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985
Frequently or Occasionally												
Participated in organized demonstrations		41.2	41	40.4	38.6	40.5	39.4	36.7	36.1			
Worked in local, state, or national political campaign	6.6	7.6							8.7			
Performed Volunteer Work	71.8	70.3	70.1	67.7	65.8	64.7	63.1	62			69.4	70.4
Frequently Only												
Voted in a student election	23	22.7			29.8	32.7						
Discussed Politics	16.2	14.8	16	18.8	24.6	20.5			18.6			
Objectives Considered to be Essential or Very Important												
Influence the political structure	17.7	17.2	18.7	20.6	20.1	17.9	20.6	19.9	14.2	16.4	14.5	15.6
Influence social values	39	38.2	40.2	42.2	43.3	39.6	42.9	41.1	37	36	32.5	32.9
Help others who are in difficulty	62.5	60.7	61.7	63.6	63	60.3	62	59.7	*	58.7	57.2	63.4
Become involved in programs to clean up the environment	20.7	22.5	24.3	28.6	33.6	31.3	33.9	26.1		17.7	15.9	20.3
Participate in community action programs	23.7	23	24.4	25.6	26.1	23.5	25.9	23.3		19.8	18.5	22.8
Keep up to date with political affairs	29.4	28.5	31.9	37.6	38.8	37.1	42.4	39.4				
Participant in organization like Peace Corps or Vista												
Become a community leader	32.1	29.8	31		30.7							
% Who Strongly Agree or Agree Somewhat												
Realistically, an individual can do little to bring changes in our society	31.5	33.6	32.6	32.5	31	31.3						37.2

(NASPAA: Attitude, 2001, p. 1)

Attitudes of Students Entering College (cont.)

1984	1983	1982	1981	1980	1979	1978	1977	1976	1975	1974	1973	1972	1971	1970	1969	1968	1967	1966
8.9													13	14.1	16.4	12.7	16.3	16.6
69.8																		
													64.4	66	67.3	76.9	72.9	70.7
													21.1	26.8	25.9	29.9	24.2	
15	13.9	14.8	15	16.2	15.4	14.8	15.7	15.2	14.4	12.5	14.6	15.7	14.1	18.3	16.3			
32.1	30.7	31.1	31.8	32.2	31.9	31.1	30.8	29.7	30	27.2	31.1	30.4	28	34	33.9			
61.9	61.7	61.6	62.9	64.7	63.7	65.5	65.1	63.1	66	61.3	64.3	66.7	62.7	64.9	65.3	58.9	61.8	68.6
20.6	21.2	22.9	24.8	26.7	26	27.5	29.4	27.7	28.8	25.7	34.3	44.6	42.9					
22.2	22.1	22.8	24.1	27.4	26	26.7	29.4	28.8	30.4	27.5		29.1	25.9	29.4				
38	35.1	38.2	39.2	40	38.1	36.3	39.4	37.4	38.6	36.6	42.4	48.7	42.8	52.8	51.4	51.7	50.38	57.8
												15.8	16.2	19.5		18.4	18.9	21
												24.9	13.3	16.2	17.6	21	23.8	56.1
							44.4	44.3	47.9	43.7	41.1	43.14	42.9	39	36.1	32.1	32.9	

Source: Information courtesy of the Higher Education Research Institute, Graduate School of Education & Information Studies at the University of California, Los Angeles. Data from the Cooperative Institution research Program:
<http://www.gseis.ucla.edu/heri/dirp.htm>.

(NASPAA: Attitude, 2001, p.1).

The least agreement with this attitude was recorded in 1992 at 31%, followed by 31.5% in 1996 (NASPAA: Attitude, 2001, pp. 1-2). Explanations for the above views were not distinguished by the survey, but may be best evaluated by Curtis Ventriss in "Emerging Issues in Environmental Thought and Management: Where Do We Go From Here?" Quoting James Speth, former President of the World Resources Institute, Ventriss wrote: "Everywhere, environmental deterioration is integrally related to economic production, technology, the size of human and animal population, social equity, and a host of other factors" (Speth, 1990). Vast concerns have posed the question, "Who will carry the day?" Ventriss concluded with a line taken from O'Leary's (1999) book, "we humans cannot hope to solve our current environmental crises unless we try to understand and worry about those problems in ways that are quite peculiarly our own" (Ventriss, 2000, pp. 115-116, 121).

If it is a question whether a student should go to an MPA graduate school, consideration must be given to the fact that the opportunities are not only greater, but salaries can be higher. According to the Bureau of Census, in 1998, the mean annual income of individuals holding a Master's was approximately \$51,100 -- \$9,108 higher than with a Bachelor's degree." It is estimated, that over a lifetime, "a Master's degree is worth approximately \$248,000 more than a Bachelor's Degree" (NASPAA: Public Service Careers, 2001, p. 1). Income and working toward greater job satisfaction are two major reasons for obtaining an MPA degree. Leadership ability leads to job satisfaction.

"The purpose of a graduate program in public affairs and administration is to prepare individuals for positions of leadership in the public sector." Core curriculum is designed to build "blocks for a diverse field of study." Educational programs draw on

wide academic disciplines (political science, economics, business administration and law). Core elements of study “range from city management and international affairs to personnel administration and strategic planning.” When applying to the many fields of employment, whether public or non-profit sectors, public administration education “has its own unique set of competencies and areas of expertise” (NASPAA: Public Service Careers, 2001, pp. 1-2).

Unique to an organization of competencies and areas of expertise is “a body of knowledge and a set of skills” in the evolving Emergency Management field. A number of American colleges and universities now offer concentrations or majors in this area.

After years of being considered the last resting place for retired military personnel, fire and police, emergency management is being acknowledged by colleagues in other departments as a critical contributor to the continuity planning in government and business.

(Winslow, 2001, p. 1).

“Dr. Wayne Blanchard at the Emergency Management Institute in Emmitsburg, Maryland is working with a variety of academic colleagues to develop a series of courses” (Winslow, 2001, p. 1) “promoting college-based emergency management education for future emergency managers and other interested personnel” (FEMA EMI, 2002, p. 1). Dr. Blanchard’s work can be found at: www.fema.gov. Required for success in the emergency management workplace is knowledge of meteorology, geology, engineering, architecture, information technology, GIS, federal and state laws/regulations, and techniques and/or knowledge in the field of gaining financial support from the political processes in a communities and/or businesses. “Skills and abilities in report writing, legislative analysis, budgeting and personnel management are also crucial to the success of an emergency management program” (Winslow, 2001, p. 1).

Many courses have been developed by universities such as the University of California (Individual and Community Disaster Education); Georgia State University (Public Administration and Emergency Management); University of Denver (Social Dimensions of Disaster); University of Delaware (Political and Policy Basis of Emergency Management). Other universities include the University of Central Florida, Louisiana State University and The George Washington University. (Further information can be found in the bibliography.) Curriculum is developed for public administration professors, business administration professors, and political science professors, as well as emergency management professors (FEMA Academic Courses 1-10, 2000, pp. 1).

The Federal Emergency Management Agency (FEMA) supports and encourages “the dissemination of hazard, disaster, and emergency management-related information in colleges and universities across the U.S.” in belief that:

... in the future more and more emergency managers in government as well as in business and industry will come to the job with college education that includes a degree in emergency management. [And] ... in order to build disaster resistant and resilient communities a broad range of college students and professionals need courses that introduce them to hazards, disaster, and what to do about them.
(FEMA EMI, 2002, p. 1).

The International Association of Emergency Managers and the National Emergency Management Association have joined in partnership with FEMA to create and develop certification programs of acknowledgement and state-level certifications for members with demonstrated skills and abilities for success in emergency management. “The backbone of these efforts is education. ... the acknowledgement of the complex professional work already being done by emergency managers. Education is the key to success” (Winslow, 2001, pp. 1-2).

Education has advanced toward meeting the challenges of the modern public personnel administrator. Greater demand of the 90's toward quality and efficiency in management, combined with laws and regulation protecting citizenry, with a lingering under-girth of traditional views and operations, have presented a new, demanding, and stressful occupation (Pynes, 1997, pp. 6-16). Terrorism, as well as economic down trends of the 2000's has brought traumatic, unusual and demanding stress to public management. Because of these demands, the public administrator must become/be more attuned with new, more serious problem-solving capabilities. Preparation must be given review in colleges, universities to the greater demands of public managers.

Management requires a new, more serious review in problem-solving abilities. As where external factors influence the decision-making process, changes in economics, representation, and technology have forced the 'reinvention' of personnel management. Greater attention is now placed upon human resources, as well as societal needs, and productivity in the workplace. With today's diverse workforce, focus must be directed toward initiative and/or skills. Mandated compliance with federal, state, and local law and regulations, such as Equal Employment Opportunity and the Fair Labor Standards Act places further stress upon management and production. With greater controls and efficiency, even greater problem-solving abilities are demanded. Identification of political, technological, financial, and social changes is imperative for public personnel managers. Performance is dependent upon knowledge and adherence to all concerns and influences (Pynes, 1997, pp. 6-16). The MPA degree must bestow upon its graduates the qualities of administration and leadership, with knowledge of workability cooperation of employees, and the public, toward common objectives. In doing so, the Public

Administrator must also be an active citizen.

As an active citizen, there should be “concern for improving public-agency performance.” Schachter defined active citizens as “people engaged in deliberation to influence public-sector decision-making, animated, at least in part, by concern for the public interest, a concept that each individual may define in a different way.” The current method for improvement is “to analyze a turn-of-the-century model of urban reform that depict the public as owners of its government rather than as customers . . .” and that a “strong-citizen model leads to the conclusion that establishing an active public is essential to increasing agency efficiency and responsiveness” (Schachter, 1997, p. 1).

Under such review, it is imperative that the public personnel administration become better trained and more knowledgeable of the functions, principles, and theories taught through the Masters of Public Administration programs (Schachter, 1997, p. 1). With new stress and concern for public safety and the safety of the Nation as a whole, even greater concern and emphasis must be placed upon the educational criteria, the training, and the responsibilities of the Public Personnel Administrator.

RESULTS (ANNOTATED QUESTIONNAIRE)

The following annotated questionnaire indicates the total responses given by the respondents of the 2000/2001 Survey of MPA/MSA Alumni. Totals provided include responses from all option areas including: General Government, Health Services Administration, Justice Administration, and Other Option Area. The Annotated Questionnaire response results tabulation does not include the “No Response” grouping (category) used in calibrating responses to individual questionnaire inquiry. Greater detail is provided (with ‘no response’ calculations) in the individual questionnaire hypothesis, with tabulation, evaluation and/or explanations incorporated. Charting and/or graphing for specific questionnaire questions will be provided as necessary. Please see Annotated Questionnaire (pages: 29-31).

Narrative responses/comments can be found on pages indicated in remarks following each of the ‘comment’ survey questions. Majority of response analysis will be applied to each issue, noting exceptional commentary responses. Overall evaluation to individual topic concerns will be documented in the Conclusion and Recommendation section of the research thesis where issue is found essential to the research analysis. Additional detailed analysis/responses can be found in the appendix.

MPA/MSA PROGRAM SURVEY OF GRADUATES 2000-2001

Please check the appropriate response and fill in the blank (as necessary) to provide other information to the following questions.

1. Which MPS/MSA option did you complete?	(✓)	2. Which of these describe(s) your objective(s) in the program? (Choose all that apply.)	(✓)
A. General Government/Public Administration	82	A. Professional advancement (current or different employer)	122
B. Health Services Administration	44	B. Professional development in current or equivalent job	88
C. Justice Administration	94	C. Entry into a new professional field	47
D. Other (specify)	10	D. Personal development	101

3. When did you receive the MPA/MSA degree? 1984-1997: 89 _ 1998-2002: 100 _ No Year: 41

4. How would you evaluate the relationship of the degree to the objectives below? (Please check (✓)).

Objectives	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
A. Professional advancement (current or different employer)	99	76	15	4
B. Professional development in current or equivalent job	103	67	10	5
C. Entry into a new professional field	53	64	13	2
D. Personal development	145	46	2	0

5. Which of these best describes your status since graduation?

(Please check (✓) appropriate response and fill in blank if necessary)

A. Accepted new employment (specify)	106	Responses are recorded on pages 41-44
B. Continued pre-graduation employment	105	
C. Admitted to further graduate or professional study	36	
D. Unemployed	7	
By choice? (Please specify - Yes or No)	7	
E. Retired	9	

6. What was your profession or occupation while in the program? Responses: Pages 45-54

Student: 9; Graduate Assistant: 5; Criminal Justice: 95; Health Services: 39; Teacher: 8; Other: 67

7. How would you rate the quality of instruction in the MPA/MSA curriculum?	(✓)	8. How would you rate the quality of advising in the MPA/MSA program?	(✓)
A. Excellent	163	A. Excellent	161
B. Good	67	B. Good	57
C. Fair	2	C. Fair	7
D. Poor	0	D. Poor	0

9. Would you recommend the MPA/MSA program to co-workers or friends?

A. Yes: 229

B. No: 0

No Response: 1

10. How would you evaluate the contribution of the program to your knowledge of administrative practices and issues associate with: (E = Excellent; G = Good; F = Fair; P = Poor)	E	G	F	P
A. Acquisition and use of information (including, but not limited to, research methods)	118	99	7	1
B. Organization behavior (e.g. motivation, leadership, communication) & managerial methods	155	71	1	0
C. Budget and Financial Administration	98	94	29	3
D. Human Resources Administration	111	97	14	1
E. Administrative responsibility (accountability to supervisors, elected officials and the public)	137	74	14	0
F. Ethical aspects of organizations and public service	126	88	11	0
G. Your option area (courses in General Government, Health Services Administration, Justice Administration)	139	77	7	0

11. How would you evaluate the contribution of the program to your ability to: (E = Excellent; G = Good; F = Fair; P = Poor)	E	G	F	P
A. Analyze problems and devise solution	131	92	4	0
B. Deal with ethical aspects of problem	125	88	13	0
C. Making effective decisions in interaction with others	136	88	2	0
D. Communicate with others in your organization	137	86	4	0
E. Communication with elected officials	92	112	20	1
F. Communicate with the public	118	94	13	1

12. Are there courses in the program you would identify as particularly valuable?

Response recorded on pages: 71-77.

13. What skill, ability, or perspective that you developed in the program has been the most helpful to you?

Response recorded on pages: 78-85.

14. What skills, abilities, or perspectives do you now need that were not provided by the program?

Response recorded on pages: 86-91.

15. Are there changes you would recommend to the program?

Response recorded on pages: 92-98.

16. Please make any additional comments about the program. Attach pages if necessary.

Response recorded on pages: 99-104.

17. How important do you feel your MPA degree was in obtaining your current position?	(✓)	18. The MPA program has a strong sense of direction:	(✓)
A. Extremely important	60	A. Strongly Agree	99
B. Very important	53	B. Agree	92
C. Somewhat important	53	C. Neutral	24
D. Not too important	22	D. Disagree	3
E. Not at all important	26	E. Strongly disagree	2

19. Did the value added from getting an MPA make it worthwhile to you in financial terms?

Yes: 165

No: 58

No Response: 7

20. Did you learn what you expected to in the MPA program?

Yes: 212

No: 8

No Response: 10

21. Considering your career since you received your MPA degree, how important do you consider each of the following aspects to your success?

Please rank: (5=Very Important; 4=Important; 3=Somewhat important; 2=Not very important; 1=Unimportant.)	5	4	3	2	1
A. MPA education	124	65	21	9	4
B. Other advanced degrees/education/training	102	68	33	7	5
C. Undergraduate education	99	73	39	7	1
D. Network and personal contacts	101	65	38	11	5
E. Work experience	126	76	13	4	1
F. Hard work	152	57	8	1	2
G. Personal competence	164	50	6	0	1
H. Opportunity/luck	50	62	67	27	15

22. Did your MPA training enable you to reach your career goals?

Yes: 158

No: 43

No Response: 29

23. Please rate the adequacy of support facilities for the MPA program.

(5 = Very good; 4 = Good; 3 = Adequate; 2 = Poor; 1 = Very Poor.)	5	4	3	2	1
Library	91	80	42	0	0
Computer	69	69	52	13	0
Classrooms	87	79	52	2	1
Meeting Space	81	81	55	0	2

24. Since completing your MPA degree, have you felt the need for further training or education in connection with your career development? Yes: 149 No: 68 No Response: 13

If yes, in what area? Responses recorded on pages: 115-122.

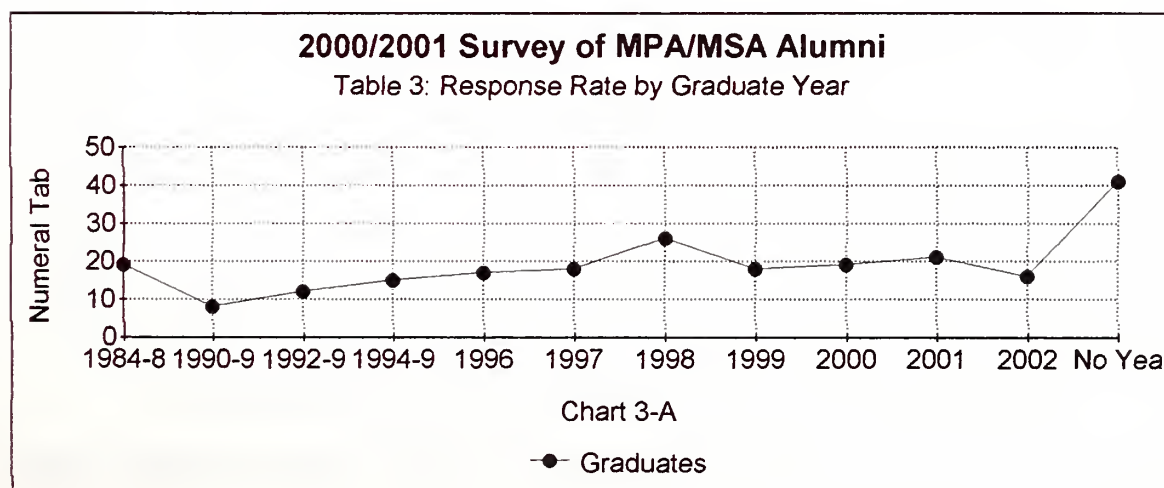
COMPOSITION OF SAMPLE

The table below exhibits the *Composition of the Sample* taken from the 2000/2001 Survey of MPA/MSA Alumni. Of the total two-hundred and thirty (230) respondents, eighty-two were graduates of General Government, forty-four (44) alumni respondents were Health Services Administration graduates, ninety-four (94) respondents graduated through Justice Administration, and ten (10) alumni graduated in other option areas.

2000/2001 Survey of MPA/MSA Alumni

Year	Government	Health	Justice	Other	Total
1984	1	0	0	0	1
1985	0	1	0	0	1
1986	1	0	0	0	1
1987	0	4	0	1	5
1988	2	1	0	0	3
1989	0	7	1	0	8
1990	3	0	1	1	5
1991	0	1	2	0	3
1992	2	1	1	0	4
1993	1	1	6	0	8
1994	4	0	1	2	7
1995	5	0	3	0	8
1996	8	3	5	1	17
1997	6	3	9	0	18
Sub-total	33	22	29	5	89
1998	11	2	12	1	26
1999	7	3	7	1	18
2000	7	4	7	1	19
2001	6	1	14	0	21
2002	3	1	12	0	16
Sub-total	34	11	52	3	100
No Year	15	11	13	2	41
Total	82	44	94	10	230

In the previous Composition of Sample table, figures indicate that General Government alumni response tallied thirty-three (33) alumni graduating prior to 1998, thirty-four (34) alumni graduating between 1998 and 2002, with fifteen (15) General Government respondents giving no year of graduation. Health Services Administration alumni responded with twenty-two (22) alumni graduating prior to 1998, eleven (11) alumni graduating between the years of 1998-2002 and eleven (11) alumni giving no year of graduation. Justice Administration graduates totaled the larger number of alumni responses in the 2000/01 Survey. Twenty-nine (29) Justice Administration alumni graduated prior to 1998. Fifty-two (52) graduated between the years of 1998 and 2002 and thirteen (13) Justice Administration alumni gave no response to their year of graduation. Other Option area alumni, the smallest alumni response option, gave a count total of ten (10) alumni responses. Other Option area respondents included Business/Government/Psychology: 1987; General Administration: 1990; Government and Justice Administration: 1994 and 1996; Government/Justice Administration and Justice/Health Services: 1998-2000. Alumni reporting Political Science and Student Services as their graduate option indicated no year of graduation. (See chart below.)



Of the six-hundred and eight (608) graduate of the MPA/MSA program, five-hundred and ninety three (593) were mailed. Two-hundred and thirty alumni responded giving a total response percentage of thirty-nine percent. This was a decline in the response rate from the previous years of 1997 at forty-three (43%) percent and 1996 at forty-nine (49%) percent. There is no pattern observed, though, in decrease of response rating by percentage of alumni. Years 1986, 1987, 1989, 1990, 1994, and 1995 all fell below the 2000/2001 response rate. 1994 had the lowest response rate at twenty-six (26%) percent. 1991 held the highest response rate to the MPA/MSA Surveys of Alumni with sixty-two (62%) percent response, other than 1984 which was one-hundred (100%) percent response rate but only one MSA graduate student. The following table indicates a comparison of the total response rate for all surveyed years (1984-2001).

Table 1: Response Rates taken from 1997/1998 and 2000/2001 Surveys
Comparison of 1997/98 and 2000/01
* 2001 Response Rate figures are for total responses to survey.

Year	Graduates	No address	Sent	Responses	Percent	* 2000/01
2001	608	15	593	230	39%	100
1997	68	1	67	29	43%	18
1996	47	2	45	22	49%	17
1995	43	1	42	11	26%	8
1994	37	3	34	11	32%	7
1993	45	2	43	18	42%	8
1992	20	1	19	10	53%	4
1991	15	2	13	8	62%	3
1990	21	1	20	7	35%	5
1989	17	0	17	6	35%	8
1988	12	4	8	4	50%	3
1987	13	5	8	3	38%	5
1986	8	2	6	3	50%	1
1985	1	0	1	1	100%	1
Undated	0	0	0	11		41
1984						1
Total	347	24	323	144	45%	230

The following chart (page 38) graphs response statistics from the 2000/2001

Survey of MPA/MSA Alumni in relation to graduate year (page 35).

2000/2001 Survey of MPA/MSA Alumni

Table 1: Options/Year Completed

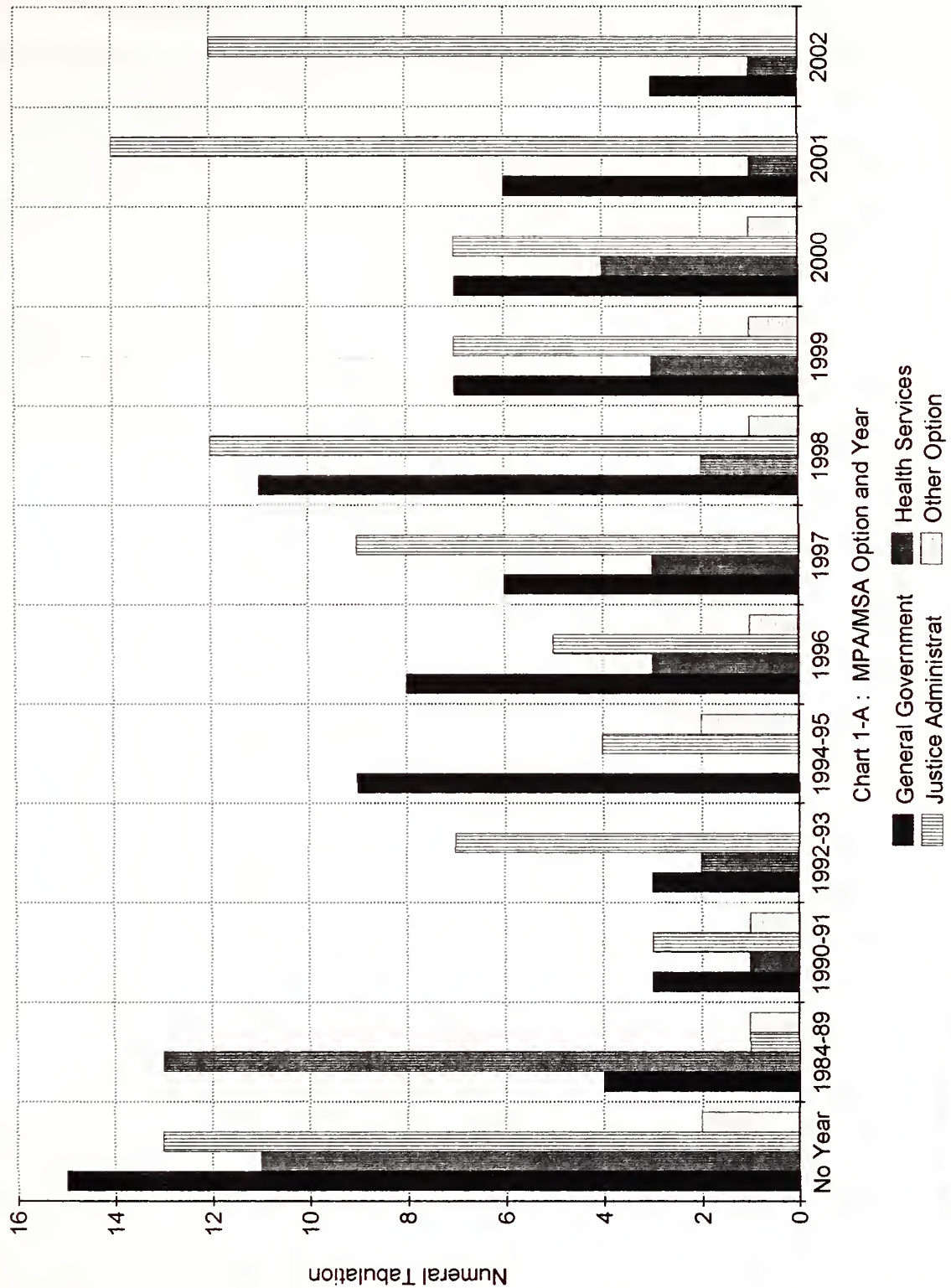


Table 1: Which MPA/MSA option did you complete?

FINDINGS KEYED TO EACH OBJECTIVE

The following table evaluates questions one and three: "Which MPA/MSA option did you complete?" and "When did you receive your degree?" 'Other Option' area responses are taken from this table and are noted below.

The year alumni received their degree ranged from one (1) in 1984 to fifty-six (56) between years 2000-2002. The highest single year of graduate students from the MPA/MSA program was 1998 with twenty-six (26) recipients. Forty-one (41) respondents gave no reply to the year they received their degree.

Year	General Government	Health	Justice	Other Option	Total	Please Specify
1984	1	0	0	0	1	
1985	0	1	0	0	1	
1986	1	0	0	0	1	Business/Government and Psychology
1987	0	4	0	1	5	
1988	2	1	0	0	3	
1989	0	7	1	0	8	General Administration
1990	3	0	1	1	5	
1991	0	1	2	0	3	
1992	2	1	1	0	4	
1993	1	1	6	0	8	Government/Justice
1994	4	0	1	2	7	Government/Justice
1995	5	0	3	0	8	
1996	8	3	5	1	17	Government/Justice
1997	6	3	9	0	18	
1998	11	2	12	1	26	Government/ Justice
1999	7	3	7	1	18	Government/Justice
2000	7	4	7	1	19	Government/Health
2001	6	1	14	0	21	
2002	3	1	12	0	16	
No Year	15	11	13	2	41	Political Science Student Services
Total	82	44	94	10	230	

There was a total of two-hundred and thirty (230) respondents. Eighty-two (82) were General Government; Forty-four (44) were alumni of Health Services Administration. Ninety-four were Justice Administration alumni. Other Option respondents totaled ten (10).

FINDINGS KEYED TO EACH OBJECTIVE

In survey questionnaire question two, alumni were asked to respond to the following question: *“Which of these describe(s) your objective(s) in the program? (Choose all that apply.) A. Professional Advancement; B. Professional Development; C. Entry in New Professional Field; D. Personal Development.”*

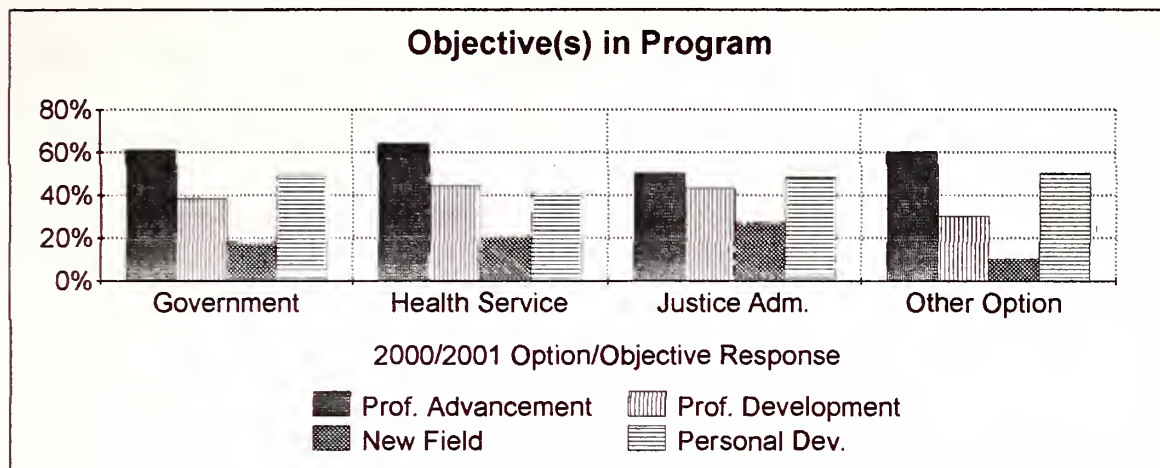
Multiple responses were given. The greater response identifies “Professional Advancement” as the objective of the program. General Government alumni described “Professional Advancement” by a 61% response. “Personal Development” ranked second at 49% with “Professional Development” following at 38% response rating. “Entry into a New Field” drew an eight- percent (18%) ranking in General Government response, with five alumni not responding.

Health Services Administration alumni ranked “Professional Advancement” as their main objective in the program by 64% rating also. Second in Health Services was “Professional Development” at 44% with “Personal Development” at 41%. “Entry into a New Field” ranked 21%. Five alumni did not respond.

Justice Administration alumni ranked “Professional Advancement” highest (50%) among their objective(s) in the program also. “Personal Development” and “Professional Development” ranked second and third consecutively, at 48% and 43% response ratings. “Entry into a New Field” rated 27% with six alumni not responding.

Other Option alumni rated “Professional Development” at 60%, followed by “Personal Development” 50%; “Professional Development” 30%; and “Entry into a New Field” at 10%. All ‘Other Option’ area alumni responded to this survey question.

The following chart and tables exhibit the response rate and comparison of 1997 and 2000/2001 MPA/MSA Survey Question 2. Response relationships are indicated below.



2000/2001 Alumni Response

Option	Prof Adv.	Prof Dev.	New Field	Person.Dev
General Government	47	29	14	38
Health Services	25	17	8	16
Justice Administration	44	38	24	42
Other Option Area	6	4	1	5
Total Responses	122	88	47	101

1997 Comparison Survey

Option	Prof. Adv.	Prof. Dev.	New Field	Per. Dev
Gen Government 2001	61%	38%	18%	49%
Health 2001	64%	44%	21%	41%
Justice 2001	50%	43%	27%	48%
Other 2001	60%	30%	10%	50%
Total 2001	59%	39%	19%	47%
Gen. Government 1997	74%	56%	23%	75%
Health 1997	66%	50%	22%	53%
Justice 1997	69%	45%	29%	57%
Total 1997	70%	51%	25%	64%

Total responses in the above table indicate the average responses of alumni to their objective in the program. Due to multiple responses, percentages overlapped, but through averaging these responses, it was found that thirty-six percent (33% in 1997) recorded "Professional Advancement" as their objective. Twenty-four percent (2000/01 & 1997) chose "Professional Development", while only twelve percent (11% in 1997) indicated "Entry in New Field" as their objective. Twenty-nine percent (31% in 1997) recorded "Personal Development" objectives.

FINDINGS KEYED TO EACH OBJECTIVE

Survey Question Four: *"How your you evaluate the relationship of the degree to the objectives below? A. Professional Advancement (current or different employer); B. Professional development in current or equivalent job; C. Entry into a new professional field; D. Personal development."*

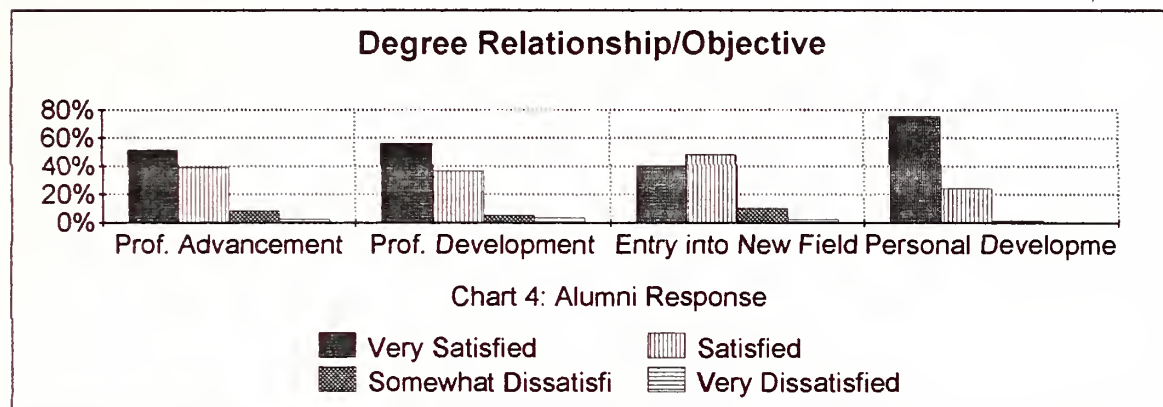
"Personal development" drew the greater number of positive responses (99%) in satisfaction (very satisfied + satisfied) with the MPA/MSA program. "Professional advancement" and Professional development" were second in satisfaction at a positive response of 90% and 92% consecutively. "Entry into a new professional field" exhibited the least satisfaction, although satisfaction with the MPA/MSA program's relationship of degree and objective recorded an 88.6% positive response (53 Very Satisfied, 64 Satisfied responses) to 11.4% dissatisfied responses (13 Somewhat Dissatisfied , 2 Very Dissatisfied). Overall responses were very positive with 653 satisfied (400 Very Satisfied + 253 Satisfied) responses (92.76%) compared to 51 dissatisfied (40 Somewhat dissatisfied + 11 Very dissatisfied) responses (7.24%). Tabulated responses:

2000/2001 Alumni Responses to Relationship of Degree

	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Satisfaction
Professional Advancement	99	76	15	4	90%
Professional Development	103	67	10	5	92%
Entry into New Field	53	64	13	2	89%
Personal Development	145	46	2	0	99%

The greatest satisfaction with program/objective relations was found in the area of Personal Development. Professional development ranked second.

Program Objective	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Prof. Advancement	51%	39%	8%	2%
Prof. Development	56%	36%	5%	3%
Entry into New Field	40%	48%	10%	2%
Personal Development	75%	24%	1%	0%



General Government	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Prof. Advancement	43	23	3	2
Prof. Development	36	24	1	2
Entry into New Field	19	22	2	1
Personal Development	60	6	0	0

Health Services Administration	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Prof. Advancement	14	16	5	2
Prof. Development	13	19	1	2
Entry into New Field	7	14	3	1
Personal Development	20	15	1	0

Justice Administration	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Prof. Advancement	40	32	6	0
Prof. Development	50	22	6	1
Entry into New Field	26	24	7	0
Personal Development	62	21	0	0

Other Option Area	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Prof. Advancement	2	5	1	0
Prof. Development	4	2	2	0
Entry into New Field	1	4	1	0
Personal Development	3	4	1	0

FINDINGS KEYED TO EACH OBJECTIVE

Survey question number five asks: *“Which of these best describes your status since graduation? A. Accepted new employment; B. Continued pre-graduation employment; C. Admitted to further graduate or professional study; D. Unemployed? By Choice? E. Retired.*

Of the 230 respondents, an average of 48.5% answered “New Employment.” Forty-one percent of General Government and 41% of Health Service entered new employment. Approximately thirty-nine (38.75%) percent of respondents replied to “Continued Pre-Graduation employment.” Forty-two percent of Government and 41% of Justice alumni continued pre-employment. Seventeen (17.25%) of respondents were “Admitted to further graduate or professional study” with two percent “Unemployed by choice” and approximately two (2.375%) percent “Unemployed not by choice.” Five (5%) percent of respondents were “Retired.” The following tables and graphs give illustration to the alumni responses.

2000/2001 Alumni Response

	New Employment	Continued Pre-employment	Further Grad or Prof. Study	Unemployed by Choice	Unemployed not by Choice	Retired
Government	38	39	7	2	3	3
Health	22	17	11	1	1	2
Justice	40	47	16	4	4	3
Other	6	2	2	0	0	1
Total	106	105	36	7	7	9

The above table shows the similarity in count of MPA/MSA graduates either finding new employment (106) versus continuing pre-grad employment (105).

Percentage tabulation is provided below for the total alumni response to Survey Question 5. Health Services respondents replied to 'New Employer' by 50% rating. Forty-six percent of General Government and forty-three (43%) percent of Justice Administration.

2000/2001 Alumni Response

	New Employment	Continued Pre-Grad Employment	Further Grad or Prof. Study	Unemployed by Choice	Unemployed Not Choice	Retired
Government	41%	42%	8%	2%	3%	3%
Health Serv.	41%	31%	20%	2%	2%	4%
Justice Adm	35%	41%	14%	4%	4%	3%
Other Option	55%	18%	18%	0%	0%	9%
Average	0.43	0.33	0.15	0.02	0.0225	0.0475

Comparison with Earlier Surveys

	New Employment	Continued Pre-Grad Employment	Further Grad or Prof. Study	Unemployed by Choice	Unemployed Not Choice	Retired
2000/2001	43%	33%	15%	2%	2%	5%
1997 Survey	53%	33%	7%	3%	3%	1%
1995 Survey	40%	43%	13%	5%		0%
1993 Survey	5%	56%	2%	0%		0%

Table 5: Status Since Graduation

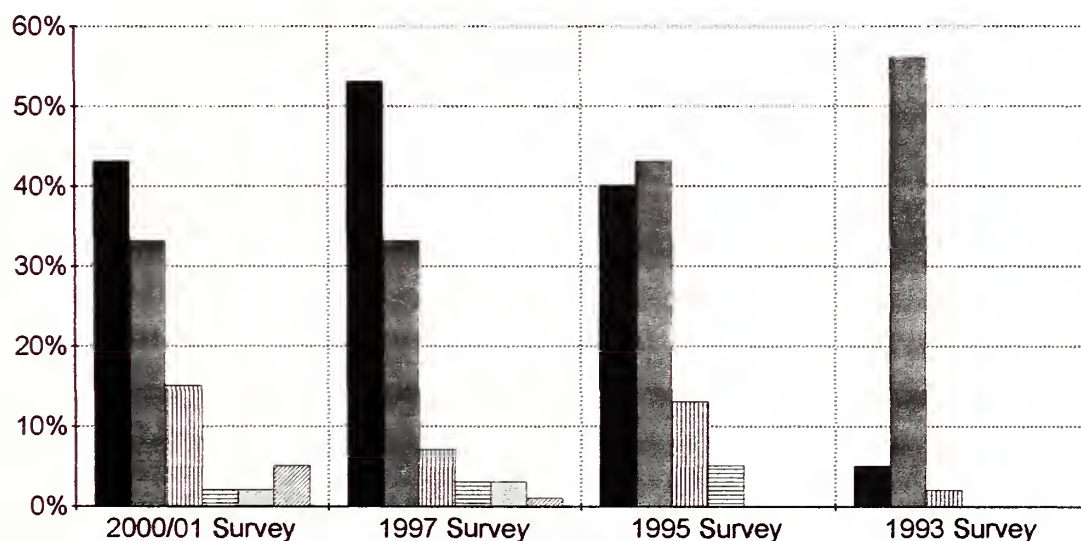
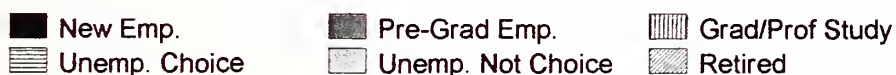


Chart 5: Comparison of Previous Years



Question 5. Which of these best describes your status since graduation?

A. Accepted new employment (Specify)

The following responses were recorded in relation to new employment acceptance.

Alumni responses are grouped by the option areas of graduates.

New Employment

Government

Seventh Grade Science Teacher
 Government Worker
 Regional Director-ORS-GA-DHR
 Received Promotion
 Rec'd Federal Employment because of new degree
 Promoted to County Director
 Own a Business and Consultant
 Self-employed
 Product Manager
 CSU
 Promotion
 Department of Defense
 Administration for Dept. Surgery
 Logistics Planner
 Auditor with GSAA
 Parks and Recreation
 Full time Professional
 Private sector Business Manager
 New Employment
 Promoted to Senior Auditor / B
 Retired Army - Now Self-Employed / E
 VP Inst. Advancement @ Community College / continued education
 Construction Project Director / Unemployed by choice
 1996-2000 / Unemployed by choice
 Computer Specialist and Teacher / Unemployed Not by choice

Health Services Administration

Auditor, Columbia HCA
 CEO Addiction Treatment
 Advanced into Management
 Director of \$250 M Healthcare Portfolio of expenditures
 Community Wellness in Gov. (DOD) Hosp.
 Director position
 Executive Director of Assisted Living
 Administrative Specialist / continued education
 Office Manager
 Psy Nurse / continued education
 Diabetes Educator at Columbus Regional / continued education
 Advanced; Same Employer / continued education
 Community Health
 Physical Therapy Management

Health (continued)

Taught PhysEd at West Point and retired to a career in Wellness education
 Relocated to Florida, but still work in same field
 Pfizer, Inc.
 Manager in non-profit org. / continued education
 Higher Management level/ retired now
 Rehab Director/Program Coord. PTA Program

Justice Administration

Promoted - Retired - Now job better Pay
 Sales
 Teacher - different field
 Dept. of Family & Children
 Working in Liquor Store
 Assistant Controller
 Budget Analyst
 Adjunct Instructor GMC
 Management Position
 Children's Director
 Assistant Principal
 Montgomery County Magistrate
 Rosalynn Carter Institute
 United Nations International Criminal Tribunal Investigator
 Child Support Agent
 County Emergency Management Coordinator
 Assistant Professor of Criminal Justice, Centralia College (tenure track)
 Fulton County Fire (Lieutenant)
 Took administrative Job w 100+ employees
 Part-time Instructor CSU / Retired GA Dept of Corrections
 Temp Service / C / D2
 Teaching College Courses
 GA & MO P&P / D1
 Adjunct Professor / Continued Instructor in Prosecutor's Office
 Part time teaching / Investigator - Prosecutor's Office
 Continued Promotion / Phd program
 Adj. Professor - Mercer University
 Chief of Corrections at Union City Jail, Retired from Military Police - Army

Other

Am now self-employed
 Full time Office Manager
 Started my own business / continued education
 Director, University Career Center, Truman State University

No distinct overall correlation in responses to "New Employment" was noted other than that of promotions and higher level professional employment. In the Justice Administration alumni responses, though, greater similarity was shown in professions of Adjunct Professor and/or professors and teachers.

FINDINGS KEYED TO EACH OBJECTIVE

Survey Question 6: "What was your profession or occupation while in the program?"

Total Alumni Tabulation

	Student	Graduate Assistant	Criminal Justice	Health Services	Teacher Educator	Other
Gen. Gov	4	2	32	0	3	38
Health	2	0	0	38	3	0
Justice	3	2	61	0	2	23
Other	0	1	2	1	0	6
Total	9	5	95	39	8	67

In Program Occupation

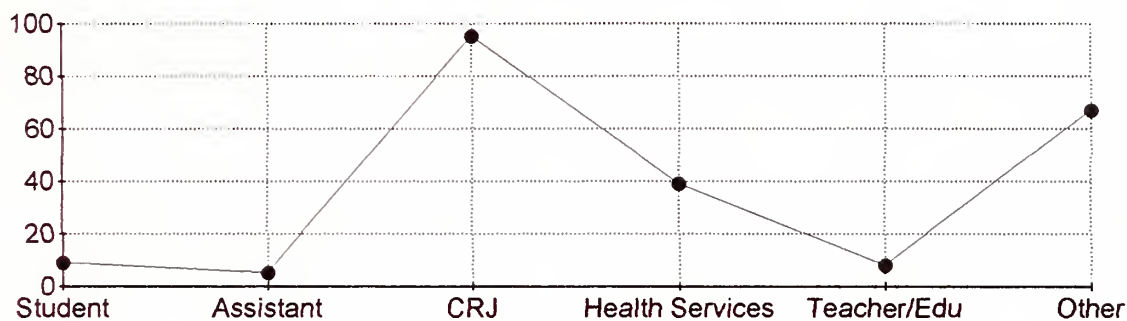


Chart 6: Total Alumni Response

● Series 1

In Program Occupation

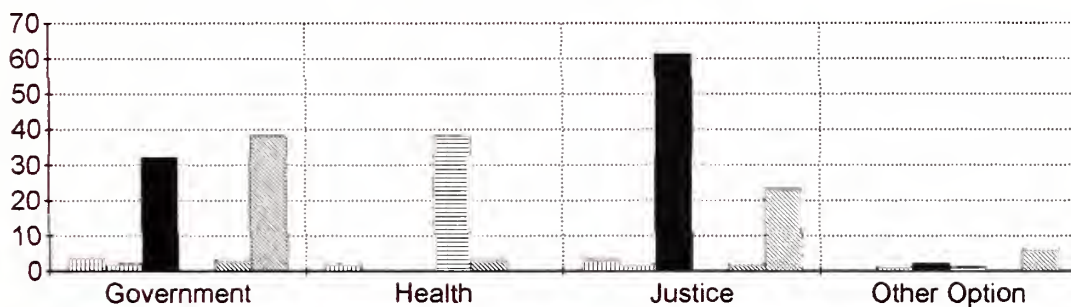


Chart 6: Total Alumni Response

Student Grad. Assistant Criminal Justice
 Health Services Teacher/Educator Other

A distinct correlation was found with "In field" occupation and program options.

FINDINGS KEYED TO EACH OBJECTIVE

Questionnaire Survey Question 6 asked respondents to reply to the following inquiry: *“What was your profession or occupation while in the program?”*

Of the eighty-two General Government respondents, three (3) gave no response to Question 6; two (2) reported Graduate Assistants as their occupation; and four (4) were full time and/or students. Thirty-two (32) General Government alumni related that they worked in some area of the Criminal Justice System which represented thirty-nine percent (39%) of the General Government respondents. The remaining alumni worked in other fields of employment including Military, Homemaker, Teacher/Substitute, Therapist, Counselor, Coordinator, Manager, Worker, and other lines of employment.

Thirty-nine (39) of the forty-four (44) Health Services Alumni respondents related that while they were in the program, their employment was in some type of health care area (88.6%). Of the five exceptions, two (2) were full time students, one (1) worked as an Office Assistant for a CPA, one (1) responded as teacher, and one respondent gave no response to this question. Three alumni were in the Armed Forces (Army), with three (3) participated in education or nursing fields while attending the Health Services Administration program.

Of the ninety-four (94) Justice Administration Alumni respondents, sixty-one (61) respondents (65%) were employed in some area of Criminal Justice. Two (2) alumni of the Justice program were Homemaker/Housewife. Three (3) alumni worked in the District Attorney's Office as investigators while attending school. One Justice alumni respondent did not reply to the question.

There was no consistency found in profession/occupation for Other Option students. Law enforcement contained two (2) alumni occupations/professions while in the College MPA program and related no change in occupation after graduation. Two (2) students indicated occupations in Management and Marketing (Mental Health) who later started their own company and/or became self-employed. Other occupations/professions consisted of areas such as sales, work-study, appraiser, computer operator, and director.

The following is an accumulation of the corresponding responses:

Profession or Occupation while in MPA/MSA Program
--

*Highlighted area indicate Justice Administration (Criminal Justice) occupational areas.
(In Program Occupation) (New Employment)*

General Government

No Year Response:

Full time student	Parks & Recreation
Mgt/Finance/Transportation	
Counselor - Prison	
Teacher	
Reading tutor/coordinator	Full time/professional
Government Contract Spec.	Private sector - Business Mgr
Criminal Investigator - US Customs	
Law Enforcement Administrator	
Police Officer	
Police Officer	
Associate Magistrate Judge	
Police Officer	
Secretary/Patient Assistant	Administrator for Dept. of Surgery
Retired Military	Dept. of Defense

1984-1997 Response

Field Adjuster for GMAC Insurance	
Recreation Therapy	
TSYS Tech. Writer	Self-Employed
Admissions Counselor	Received Promotion

Police Officer**Law Enforcement**

Full time student for most of MS program/Attorney for last part of the program.

Senior Counselor- Rec'd Federal Employment because
of new degree.

GA Dept of Corrections

Principal Caseworker Promoted to County Director

Government Administrator

Various part-time/full-time jobs

Financial Analyst

State Trooper**Police Officer**

Industrial Worker Computer Specialist and Teacher

Non-profit Management 1996-2000

Law Enforcement

Historic Site Administration (St Govt).... New Employment

State of GA-Investigator - Regional Director-ORS-GA-DHR

Office of Fraud & Abuse

US Army Officer Retired Army - Now Self-employed

Security Manager - *Now my My position has additional
responsibilities title/position is
Director of Risk Management

Military

Program Coordinator CED

Police Officer; Col. PD

Student Government Work

Commissioned Officer US Army

Supervisory Operations Research Analyst

Police Officer

Sales Manager

Civil Service GS II @ Ft. Benning New 7th Grade Science Teacher

Regional Planner VP Inst. Advancement @

Community College; Doctoral

Student in Education

Facility Director-Boys/Girls Club Promotion

1998-2002 Response**Chief Deputy Sheriff of Muscogee County, GA**

Started as Police Chief at Presently Resource Manager III
Cleveland, GA. Changed
jobs while in school. GA Dept. of Natural Resources

Intern @ Blue Cross/Blue Shield

Full time Student

Financial Aid Counselor; Wire
Transfer Specialist

Human Resources-Public Employee

Law Enforcement

Law Enforcement / Contractor / Construction Project Director

Business Owner

Police Lieutenant

Program Coordinator Position of further responsibility

Special Agent in Charge

Railroad Police

Product Specialist Logistics Planner

Sgt. (Police Officer)

Machine Operator II (Systems)

Admissions Counselor; Coord. of Was offered current position which
Orientation & Greek Life-CSU was contingent on advanced degree.

Law Enforcement

Substitute Teacher

Occupational Therapist

Police Officer

Law Enforcement..... Promoted to Senior Auditor

Grad. Assistant Only CSU

Coordinator of Computer Svcs With Promotion

Asst. Coordinator

Columbus Police Officer

Local Government & Professional

Graduate Assistant

Police Officer

Corporate Trainer Product Manager

Homemaker Auditor with GCAA

Law Enforcement

Police Officer

Police Officer

Chief of Police

*** No Response - Three (3)

Health Services Administration

No Year Response:

Director of South Columbus Psy. Nurse

Senior Center

Dietitian St. Francis Hospital Diabetes Educator/Columbus

Regional

Clerical in Health Care Industry

Dentistry
 Physician Assistant
 Radiology Supervisor
 Physician Assistant
 Director of EMS/Management at
 Col. Hospice/Teaching Col. Tech
 Risk Management
 Registered Nurse
 Recreation Therapist

1984-1997 Response

RN	Community Health
Program Director	M.A. & Ph.D. (Clinical)
Physical Therapist	Physical Therapy Management
US Army	
Nursing/Education	Manager in Non-profit Organization
Nursing Management	Higher Management Level
Captain in the Army Nurse Corps.....	Work for Pfizer, Inc.
Hospital Administration	Relocated to Florida, but still work in the same field.
Instructor at Ft. Benning	Taught Phys Ed at West Point (USMA) and retired to a career in wellness education.
Radiology Education	
Medical Analyst - Blue Cross	Auditor-Columbia - HCH; Teacher -
Blue Shield	Muscogee County
Executive Director/Addiction	CEO Addiction Treatment
Treatment	
Nurse Manager - Surgical Intensive Care Unit	
Management - BCBS of Georgia	
Radiologic Technologist	
Pharmacist	Advanced to Management
Radiology Director/Manager	
Full time student only	
Physical Therapy	Rehab Director; Program Cor PTA
Program	
Teacher	
Technologist	Director of \$250M Healthcare Portfolio of expenditures

1998-2002 Response

Nursing Administration
 Physical Therapy

Actuarial Technician	Working on this now.
Office Assistant for CPA	Administrative Specialist
Medical Care Management	
Registered Dietitian	Executive Director of Assisted Living
Physician Assistant	
Registered Dental Hygienist	Community Wellness in Govt. Hosp. (DOD)
Full time student	Director Position
Nursing Director - Med - Surg.	
Education/Nursing	Advanced/Same Employer
*** No Response- One (1)	

Justice Administration

No Year Response:

Chief of Police	
Police Officer	
Housewife	GA & MO P&P
Police-Detective	Teaching College Courses
Supervisor-Capt.	
GBI Assistant Special Agent In-charge	
Deputy Sheriff	
Law Enforcement Executive	
State Law Enforcement (GBI)	And Promoted
Police Officer	Teacher - Different Field
Temp Service	Sales
Police Officer	Promoted/Retired/New Job-Better Pay
Deputy Sheriff	

1998-1997 Response

Law Enforcement	
Student / (???) Truck Driver	Fulton County Fire (Lieutenant)
Police Officer	Assistant Professor of Criminal Justice, Centralia College (Tenure Track) / Senior Lecturer II - St. Martins College; Lacey, WA
Congressional Aide	
Deputy Coroner	
Police Officer	

Law Enforcement	Administrative Job w/ 100+ employees
Full time Student	
Police Officer & Special Agent	
Student / Educator	
Law Enforcement Officer	
Police Officer	
Peer Counselor/Cashier/Customer Service	
Sales Associate	Co. Emergency Management Coordinator
Sales Clerk/Stocker	
Warden, GA Dept of Corrections	Part-time Instructor at CSU
Police Officer	
GA State Patrol-Trouper	
US Army Officer (Military Police)	Chief of Correction at Union City Jail
Radio Police Dispatcher	Child Support Agent
GDC - Prob. Officer	Adjunct Professor - Mercer University
Group Leader	Continued Promotion
Law Enforcement	
Military then Law Enforcement	
Law Enforcement	
Social Services Case Manager	
Columbus Detective	United Nations International Criminal Tribunal Investigator
Child Protective Services	Rosalynn Carter Institute
Bartender	Montgomery County MAGISTRATE
Public Safety Officer	

1998-2002 Response

Investigator	
Law Enforcement Administrator	
Law Enforcement	
Law Enforcement Officer	
Law Enforcement	
Program Assistant w/ State	Working in liquor Store
Police Officer	
N/A (** No Response)	Children's Director
Police Officer	
Law Enforcement Management	
Police Officer (Detective Supervisor)	
Probation Officer (State)	
Customer Call Center Specialist	Dept. of Family & Children

Full Time Student
Law Enforcement
Parole Officer
 Substitute Teacher
Clerical/Court Aide for Probation Temp Service
 US Army Officer
Columbus Police Officer
 1998 Muscogee Manor-Systems Adjunct Instructor GMC
 Analyst; 2000-Self-employed
 Social Services Budget Analyst
Law Enforcement With Advancement
Chief of Police
Police Administrator/Investigations
 US Army Officer
 Paralegal
 Real Estate & Internet Self-employed
Investigator in Prosecutor's Office Adjunct Professor
 Aide to the Chairman of AFLAC
Banking & Counselor for GA Dept of Corrections
 Student Assistant at CSU
Sgt. Col. Police Dept.
Criminal Investigator - District Attorney's Office
Police Chief
Police Officer
 Legal Secretary Assistant Controller
 *** No Response Management Position
Unit Manager/ GA Dept. Promotion to (???) Warden
 of Corrections of Care & Treatment
 School Teacher Assistant Principle
Law Enforcement
Police Officer
Police Captain
 Grad. Assistant for Student Employment @ CSU
LE Executive
Law Enforcement
Command Staff Position / Law Enforcement
 Homemaker
 SSTI Social Service Technician **Investigator - Prosecutor's Office**
 Part time teaching
 Military
 *** No Response - One (1)

Other Option Area

No Year Response:

Director, Career Center	Director, University Career Center Truman State University
Computer Operator	

1984-1997 Response

Manager	Am now Self-employed
Law Enforcement	
CSU	
Part-time Retail Associate	Full time Office Manager
Work-Study	

1998-2002 Response

Police Detective	
Local Government/Appraiser	
Marketing - Mental Health	Started my own co.

FINDINGS KEYED TO EACH OBJECTIVE

One of the main issues of this research paper is the question of the quality of the instruction. Survey Question 7 deals with this topic. Question 7 asks: *“How would you rate the quality of instruction in the MPA/MSA curriculum?”* Responses were all very positive. Graduates of Columbus State University (CSU) between the years of 1984 and 1997 gave a total response evaluation of 100% (55% Excellent, 45% Good). General Government responded with 100% (78% Excellent and 22% Good) and Health Services Administration also responded with 100% approval (40% Excellent and 60% Good). Justice Administration gave a response rating of 100% (62% Excellent and 38% Good). There were 0% responses of Fair/Poor ratings.

CSU graduates of 1998-2002 responded to instruction in curriculum with a total review of 63.25% Excellent and 31.75% Good. Again Health Services felt instruction in curriculum was less than expected with a 27% Excellent and 73% Good review. General Government and Justice Administration gave an approval of instruction of curriculum at 80% and 86% consecutively. However, again all of the responses were very positive.

An overview of the approval rating for quality of instruction in curriculum gained approval by the majority of alumni at 62.5% Excellent and 36.25% Good. A 2.25% rating was exhibited in Fair. This figure was derived from 8% in Other Option areas and 1% in General Government giving the total average of 2.25%. Overall satisfaction with the instruction of curriculum was dominated by Justice Administration alumni with an 80% Excellent and 20% Good response. Health Services Administration’s final tally of responses gained a 43% Excellent rating with a 57% Good response.

2000/2001 Survey of MPA/MSA Alumni

Table 7: How would you rate the quality of instruction in the MPA/MSA curriculum?

A. Excellent	C. Fair
B. Good	D. Poor

1984-1997

	Excellent	Good	Fair	Poor
Governmen	27	7	0	0
Health	8	14	0	0
Justice	19	11	0	0
Other	2	3	0	0
Total	56	35	0	0

1984-1997 Percentage Table

	Excellent	Good	Fair	Poor
Governmen	78%	22%	0%	0%
Health	40%	60%	0%	0%
Justice	62%	38%	0%	0%
Other	40%	60%	0%	0%
Average	0.55	0.45	0%	0%

1998-2002

	Excellent	Good	Fair	Poor
Governmen	26	6	0	0
Health	3	8	0	0
Justice	44	7	0	0
Other	3	1	1	0
Total			1	0

1998-2002 Percentage Table

	Excellent	Good	Fair	Poor
Governmen	80%	20%	0%	0%
Health	27%	73%	0%	0%
Justice	86%	14%	0%	0%
Other	60%	20%	20%	0%
Average	0.6325	0.3175	0.05	0%

No Year

	Excellent	Good	Fair	Poor
Governmen	10	4	1	0
Health	8	3	0	0
Justice	12	1	0	0
Other	1	1	0	0
Total	31	9	1	0

2000/2001 Survey of MPA/MSA Alumni

Table 7: How would you rate the quality of instruction in the MPA/MSA curriculum?

A. Excellent	C. Fair
B. Good	D. Poor

No Year Percentage Table

	Excellent	Good	Fair	Poor
Government	62%	31%	8%	0%
Health	70%	30%	0%	0%
Justice	92%	8%	0%	0%
Other	50%	50%	0%	0%
Average	0.685	0.2975	0.02	0%

2000/2001 Alumni Response

	Excellent	Good	Fair	Poor
Government	63	18	1	0
Health	19	25	0	0
Justice	75	19	0	0
Other	6	5	1	0
Total	163	67	2	0

2000/2001 Alumni Response Percentage Table

	Excellent	Good	Fair	Poor
Government	77%	22%	1%	0%
Health	43%	57%	0%	0%
Justice	80%	20%	0%	0%
Other	50%	42%	8%	0%
Average	0.625	0.3525	0.0225	0%

Comparison with Earlier Surveys

	Excellent	Good	Fair	Poor
2000/2001	63%	35%	2%	0%
1997 Survey	67%	30%	3%	0%
1995 Survey	70%	30%	3%	0%
1993 Survey	64%	34%	2%	0%

The following two charts illustrate the total number of alumni responses and a comparison with previous years. (Illustration in percentage: page 58.) Justice Administration rated quality of curriculum instruction highest at 80% Excellent, 20% Good= 100% positive. Government followed at 77% Excellent. Overall positive responses was 98% (excellent + good).

Table 7: Curriculum Instruction
2000/2001 Survey of MPA/MSA Alumni

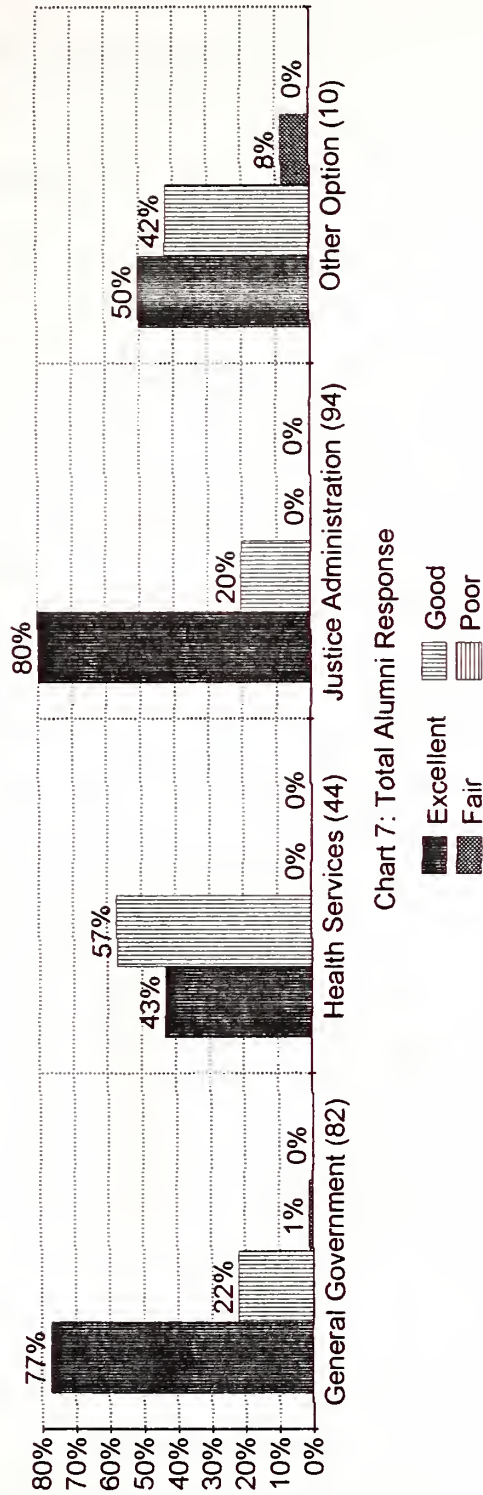


Table 7: Curriculum Instruction
2000/2001 Survey of MPA/MSA Alumni

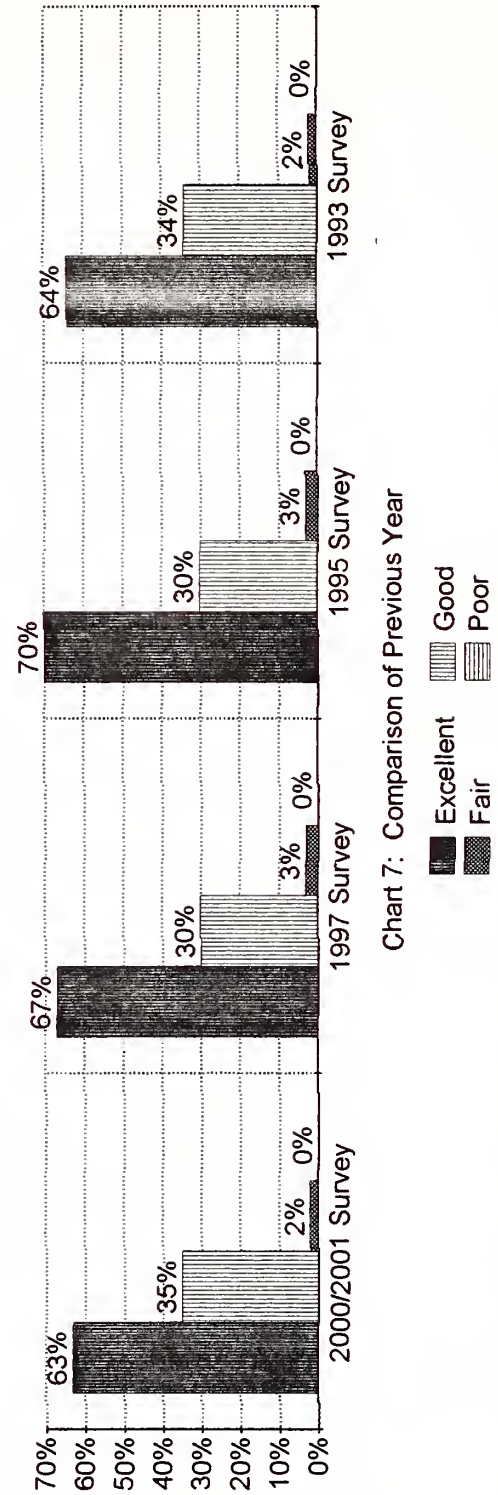


Table 7: How would you rate the quality of instruction in the MPA/MSA curriculum?

FINDINGS KEYED TO EACH OBJECTIVE

Is the MPA program successful and serving the needs of its students? The alumni response rating said "yes." The overall response gave a 94.5% positive response for quality of Advising. General Government and Justice Administration gave the highest overall rating at 95% and 97% consecutively. Health Service Administration rated Advising at 87% positive with 39 responses (Excellent/Good) and 4 responses (Fair). Other option areas responses were 8/2 (Excellent/Good) ratings. General Government and Justice Administration are considered as the highest response rating due to the 169 positive responses.

2000-2001 Alumni Response for Table 8: Advising

	Excellent	Good	Fair	Poor	Total	Excellent /Good Positive Response %
Government	59	19	1	0	79	95%
Health	23	16	4	0	43	86%
Justice	71	20	2	0	93	97%
Other	8	2	0	0	10	100%
Total	161	57	7	0	225	0.945

Table 8: Quality of Advising

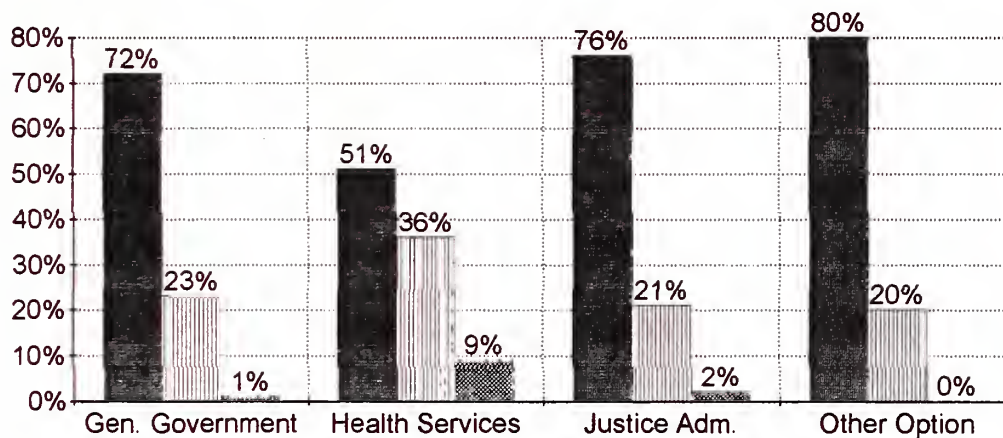


Chart 8: Total Response

■ Excellent ▨ Good ▩ Fair

Percentage is illustrated in the above chart. Positive responses are Excellent and Good responses. Negative responses are Fair and Poor. There were no "Poor" responses.

2000/2001 Survey of MPA/MSA Alumni

Table 8: How would you rate the quality of advising in the MPA/MSA program?

A. Excellent C. Fair
B. Good D. Poor

2000/2001 Alumni Percentage Total

	Excellent	Good	Fair	Poor
General Government	75%	24%	1%	0%
Health Services	54%	37%	9%	0%
Justice Administration	76%	22%	2%	0%
Other Option	80%	20%	0%	0%
Average	0.7125	0.2575	0.03	0

Comparison with Earlier Surveys

	Excellent	Good	Fair	Poor
2000/2001 Survey	71%	26%	3%	0%
1997 Survey	74%	14%	11%	1%
1995 Survey	68%	28%	5%	0%
1993 Survey	70%	24%	4%	0%

Table 8: Quality of Advising

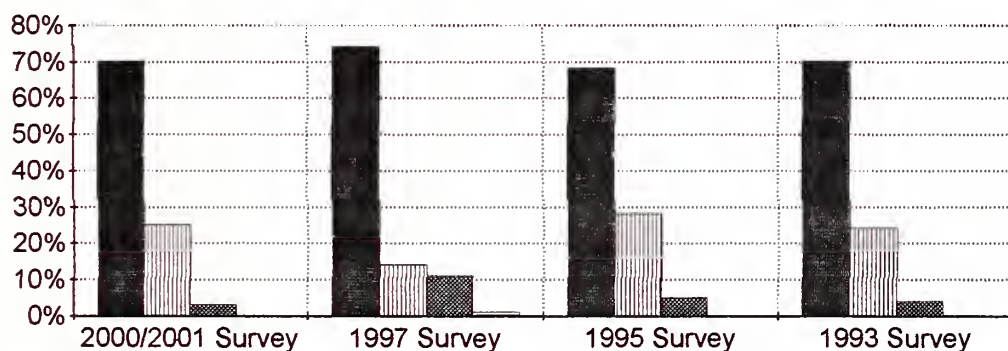


Chart 8: Comparison of Prior Years

Excellent
 Good
 Fair
 Poor

Chart 8 indicates a comparison with previous survey. A decline of 4% was noted in alumni response to the quality of advising in the MPA/MSA program between the 2000/2001 and 1997 surveys. A decrease in "fair" response by 8% was further indicated with an increase in the "Good" response by 11%. Overall approval was generally noted.

FINDINGS KEYED TO EACH OBJECTIVE

Question 9: "Would you recommend the MPA/MSA program to co-workers or friends?"

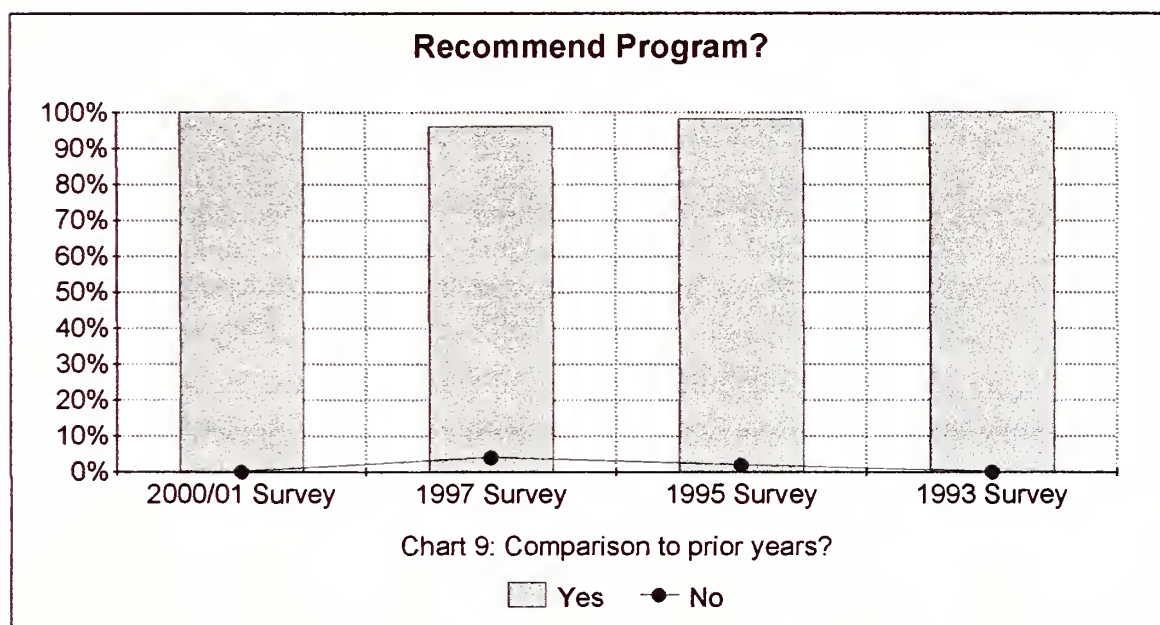
Total approval was found in the 2000/2001 Survey of MPA/MSA Alumni to Question 9.

2000/01 Survey

Option	Yes	No
General Government	81	0
Health Services	44	0
Justice Administration	94	0
Other Options	10	0
Total	229	0

Prior Year Survey Comparison

Year of Survey	Yes	No
2000/01 Survey	100%	0%
1997 Survey	96%	4%
1995 Survey	98%	2%
1993 Survey	100%	0%



Survey Questionnaire 2000/2001, Table 9 exhibits a full consensus for the years 2000/2001 and 1993. Survey years 1997 and 1995 were not far behind with a 96% and 98% 'Yes' response. The 2000/2001 MPA/MSA Alumni Survey gave 230 responses. In the above chart, 100% equals 229 'Yes' responses with one 'No Response' and zero 'No' responses.

FINDINGS KEYED TO EACH OBJECTIVE

Question 10: Contribution of the MPA/MSA program is illustrated below giving response totals for each attribute. The highest considered contribution was on Organizational Behavior and Management methods. Program contribution feel considerably in the area of Budget and Finance. Administrative responsibility and option area courses ranked second highest.

2000/2001 Total Response

	Excellent	Good	Fair	Poor
New Information	118	99	7	1
Behavior/Methods	155	71	1	0
Budget/Financial	98	94	29	3
Human Resources	111	97	14	1
Responsibility	137	74	14	0
Ethical	126	88	11	0
Option Area	139	77	7	0
Total	884	600	83	5

2000/2001 Total Response

	Excellent	Good	Fair	Poor
New Information	52%	44%	3%	0%
Behavior/Methods	68%	31%	0%	0%
Budget/Financial	44%	42%	13%	1%
Human Resource	50%	43%	6%	0%
Responsibility	61%	33%	6%	0%
Ethical	56%	39%	5%	0%
Option Areas	62%	35%	3%	0%
Total	56%	38%	5%	0%

Table 10: Program Contribution

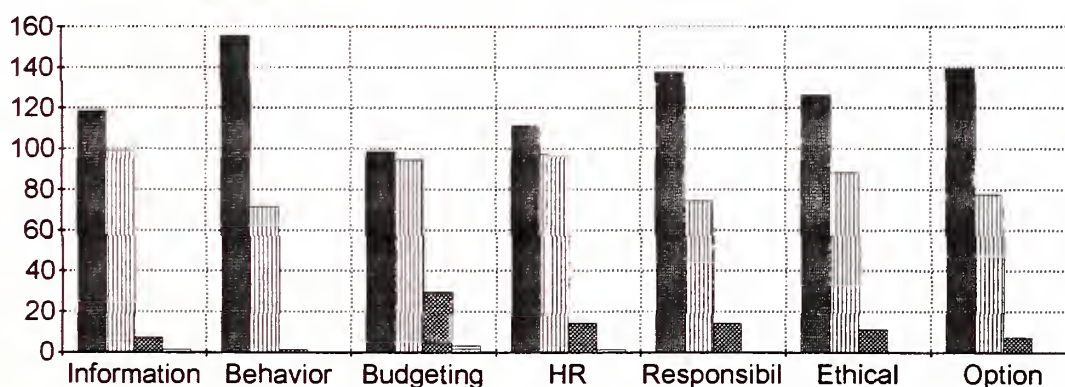


Chart 10: Total Numeral Response

Excellent
 Good

Fair
 Poor

Question 10: How would you evaluate the contribution of the program to your knowledge of administration practices and issues associated with:

- A. Acquisition and use of information (including, but not limited to, research methods).
 B. Organization behavior (e.g. motivation, leadership, communication) & managerial methods.
 C. Budget and Financial Administration. D. Human Resources Administration.
 E. Administrative responsibility (accountability to supervisors, elected officials and the public).
 F. Ethical aspects of organizations and public service.
 G. Your option area (courses in General Government, Health Services, Justice Administration.)

General Government Total Response

	Excellent	Good	Fair	Poor
New Information	51	29	2	0
Behavior/Methods	57	25	0	0
Budget/Financial	38	34	8	1
Human Resources	38	38	5	0
Responsibility	43	38	0	0
Ethical	48	32	2	0
Option Area	52	25	3	0
Total	327	221	20	1

Health Services Total Response

	Excellent	Good	Fair	Poor
New Information	14	26	2	0
Behavior/Methods	28	15	0	0
Budget/Financial	15	16	11	0
Human Resource	17	20	4	1
Responsibility	23	12	7	0
Ethical	20	16	5	0
Option Areas	14	25	3	0
Total	131	130	32	1

Justice Administration Total Response

	Excellent	Good	Fair	Poor
New Information	50	40	2	1
Behavior/Methods	65	27	1	0
Budget/Financial	42	39	10	2
Human Resource	53	35	4	0
Responsibility	65	23	5	0
Ethical	55	34	4	0
Option Areas	66	25	1	0
Total	396	223	27	3

Other Options Total Response

	Excellent	Good	Fair	Poor
New Information	3	4	1	0
Behavior/Methods	5	4	0	0
Budget/Financial	3	5	0	0
Human Resource	3	4	1	0
Responsibility	6	1	2	0
Ethical	3	6	0	0
Option Areas	7	2	0	0
Total	30	26	4	0

Program contribution toward acquisition and use of information recorded a 97% positive rating by Justice Administration alumni. Health Services ranked second in positive rating at 95% (Excellent/Good). Both General Government and Other Option area alumni gave an 88% positive ranking. Tables below illustration the detailed numbers.

Acquisition and Use of Information				
2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	56%	32%	2%	10%
Health Services Adm.	33%	62%	5%	0%
Justice Administration	54%	43%	2%	1%
Other Option	38%	50%	13%	0%
Gov. 1997	44%	48%	8%	0%
Health 1997	38%	41%	22%	0%
Justice 1997	55%	37%	6%	0%

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	51	29	2	9
Health Services	14	26	2	0
Justice Administration	50	40	2	1
Other Option	3	4	1	0

Knowledge toward Organizational Behavior gained the highest response rating of all areas in relation to program contribution. Government and Health alumni rated 100% (Excellent + Good) positive response, Justice Administration gave a 99% positive response. Justice Administration reported a 99% positive response (1% Fair), and Other Option Area alumni responded with a 90% positive rating (10% Fair).

Organizational Behavior				
2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	70%	30%	0%	0%
Health Services Adm.	65%	35%	0%	0%
Justice Administration	70%	29%	1%	0%
Other Option	50%	40%	10%	0%
Gov. 1997	75%	20%	5%	0%
Health 1997	59%	41%	0%	0%
Justice 1997	78%	18%	2%	0%

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	57	25	0	0
Health Services	28	15	0	0
Justice Administration	65	27	1	0
Other Option	5	4	1	0

Budget and Finance, although least positive of all contributions, found positive approval by 89% in General Government option alumni and 87% by Justice Administration alumni. Other Option area alumni ranked Budget/Finance knowledge highest at 100%, with Health Services alumni ranking Budget/Finance lowest at 74% positive (26% Fair.)

Budget and Financial Administration

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	47%	42%	10%	1%
Health Services Adm.	36%	38%	26%	0%
Justice Administration	45%	42%	11%	2%
Other Option	38%	63%	0%	0%
Gov. 1997	48%	46%	7%	0%
Health 1997	38%	44%	16%	3%
Justice 1997	63%	27%	8%	0%

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	38	34	8	1
Health Services	15	16	11	0
Justice Administration	42	39	10	2
Other Option	3	5	0	0

Human Resources Administration also was found to rank lower than other area of program contributions, yet was still rated positive at 96% for Justice Administration alumni. Health Services Administration and Other Option area both recorded an 88% positive response. General Government responded with a 94% positive rating, up 5% from the 1997 MPA/MSA Survey. Health Service alumni response gained positive rating by 7%. Justice Administration response in the 2000/2001 Survey gained a 6% higher rating than that recorded in 1997.

Human Resources Administration

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	47%	47%	6%	0%
Health Services Adm.	40%	48%	9%	2%
Justice Administration	58%	38%	4%	0%
Other Option	38%	50%	13%	0%
Gov. 1997	51%	38%	11%	0%
Health 1997	22%	59%	19%	0%
Justice 1997	53%	37%	6%	0%

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	38	38	5	0
Health Services	17	20	4	1
Justice Administration	53	35	4	0
Other Option	3	4	1	0

General Government alumni ranked "Administrative Responsibility" highest of the four option areas with a 100% approval response. Justice Administration alumni responded a 95% positive rating (Excellent + Good). Health Services Administration alumni ranked "Administrative Responsibility" positive at 84%, with Other Option area alumni response rating a positive response of 78% (22% Fair).

Administrative Responsibility

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	57%	43%	0%	0%
Health Services Adm.	55%	29%	17%	0%
Justice Administration	70%	25%	5%	0%
Other Option	67%	11%	22%	0%
Gov. 1997	59%	38%	2%	0%
Health 1997	47%	38%	16%	0%
Justice 1997	64%	25%	8%	1%

2000/2001	Excellent	Good	Fair	Poor
General Government	47	35	0	0
Health Services	23	12	7	0
Justice Administration	65	23	5	0
Other Option	6	1	2	0

Ratings of program contribution value to Ethical Aspects of Organizations and Public Services received positive response ratings of 98% by General Government alumni. Justice Administration alumni responded positive by 96%. Other Option area alumni recorded 100% approval for knowledge of "Ethical Aspects of Organizations/Public Service." Health Services alumni gave a positive rate response of 88% (12% Fair).

Ethical Aspects of Organizations and Public Service

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	59%	39%	2%	0%
Health Services Adm.	49%	39%	12%	0%
Justice Administration	59%	37%	4%	0%
Other Option	33%	67%	0%	0%
Gov. 1997	56%	36%	7%	0%
Health 1997	28%	44%	28%	0%
Justice 1997	59%	37%	2%	0%

2000/2001	Excellent	Good	Fair	Poor
General Government	48	32	2	0
Health Services	20	16	5	0
Justice Administration	55	34	4	0
Other Option	3	6	0	0

Ratings for program contribution to personal option area drew high approval ranking in all option area responses. Other Option alumni gave a 100% positive response. Justice Administration alumni responded with a 99% approval rating for knowledge gained in their option area. General Government area alumni recorded 96% positive approval with a 4% Fair rating. Health Service Administration alumni responded with a 7% Fair rating and a 93% positive response (Excellent + Good). Positive approval rating gained 4% Government, 12% Health Service, 3% Justice Administration from the 1997 Survey responses.

Your Option Area

2000/2001 Survey	Excellent	Good	Fair	Poor
General Government	65%	31%	4%	0%
Health Services Adm.	33%	60%	7%	0%
Justice Administration	72%	27%	1%	0%
Other Option	78%	22%	0%	0%
Gov. 1997	61%	31%	3%	0%
Health 1997	22%	59%	13%	3%
Justice 1997	59%	37%	2%	0%

2000/2001	Excellent	Good	Fair	Poor
General Government	52	25	3	0
Health Services	14	25	3	0
Justice Administration	66	25	1	0
Other Option	7	2	0	0

It should be realized in relation to Health Service Administration response, that overall, a higher approval rating was given to every area of knowledge from the 1997 Survey to the 2000/2001 Survey, other than Budget/Financial Administration and Acquisition/Use of Information areas. Relevant to this research thesis is area improvements such as program contribution to knowledge of specific issues. Budgeting and Finance dropped in approval ratings in all option areas from the 1997 Survey to the 2000/2001 Survey of MPA/MSA alumni.

FINDINGS KEYED TO EACH OBJECTIVE

In today's world, as has been since the beginning of time, I would imagine, for individuals to succeed, or possibly just survive, they must ascertain abilities to analyze, communicate and deal with ethical aspects of problems. This is the subject matter of

Question 11: "How would you evaluate the contribution of the program to your ability to:

- A. Analyze problems and devise solutions*
- B. Deal with ethical aspects of problems*
- C. Make effective decisions in interaction with others*
- D. Communicate with others in your organization*
- E. Communicate with elected officials*
- F. Communicate with the public*

Respondents to this question of the 2000/2001 Survey Questionnaire gave an overall average of 92% positive response to the contribution of the program to their ability to exercise all of the above listings (5% Fair and 4% No Response). Shown below is a comparison of 1997 and 2000/2001 Survey responses. Although there was little change in "Excellent" and "Good" responses between the two surveys, no "Poor" responses were recorded in the 2000/2001 Survey, as was noted in the 1997 MPA/MSA Alumni Survey. "Ethical Aspects" gained a 1% positive rating in the newest survey, as did "Analyze & Devise" and "Communication with Officials." "Communication with others in your organization" gained a 2% higher approval.

	Comparison of Totals		2001 Survey		No Response
	Excellent	Good	Fair	Poor	
Analyze & Devise	51%	45%	1%	0%	3%
Ethical Aspects	52%	38%	7%	0%	4%
Interaction Others	59%	37%	1%	0%	4%
Communicate Organiz	61%	34%	2%	0%	3%
Communicate Officials	37%	47%	12%	0%	5%
Communicate Public	52%	37%	7%	0%	4%
Average	52%	40%	5%	0%	4%

	Comparison of Totals		1997 Survey		No Response
	Excellent	Good	Fair	Poor	
Analyze & Devise	60%	37%	3%	0%	0%
Ethical Aspects	51%	38%	10%	1%	0%
Interaction Others	61%	35%	4%	0%	0%
Communicate Organiz	61%	32%	6%	1%	0%
Communicate Officials	40%	43%	13%	1%	3%
Communicate Public	48%	41%	9%	1%	1%
Average	54%	38%	8%	1%	1%

The following tables show a break down in analysis of each aspect or objective in Survey Question 11. Comparison is also provided with the 1997 MPA/MSA Survey results. Detailed in the following tables are the percentage results calibrated to objective responses. Attention is given to each alumni program option. Overall responses were recorded with high positive responses (Excellent/Good) and low negative responses (Fair/Good).

Analyze Problems and Devise Solutions

2000/2001 Survey	Excellent	Good	Fair	Poor	No Response
General Government	67%	32%	1%	0%	0%
Health Services Adm.	34%	61%	2%	0%	2%
Justice Administration	61%	36%	2%	0%	1%
Other Option	40%	50%	0%	0%	10%
Gov. 1997	64%	34%	2%	0%	0%
Health 1997	34%	56%	9%	0%	0%
Justice 1997	71%	27%	2%	0%	0%

Deal with Ethical Aspects of Problems

2000/2001 Survey	Excellent	Good	Fair	Poor	No Response
General Government	62%	30%	7%	0%	0%
Health Services Adm.	39%	50%	7%	0%	5%
Justice Administration	55%	40%	3%	0%	1%
Other Option	50%	30%	10%	0%	10%
Gov. 1997	57%	34%	8%	0%	0%
Health 1997	25%	50%	25%	0%	0%
Justice 1997	61%	35%	2%	2%	0%

Making Effective Decisions in Interaction with Others

2000/2001 Survey	Excellent	Good	Fair	Poor	No Response
General Government	65%	33%	2%	0%	0%
Health Services Adm.	39%	57%	0%	0%	5%
Justice Administration	63%	36%	0%	0%	1%
Other Option	70%	20%	0%	0%	10%
Gov. 1997	64%	31%	5%	0%	0%
Health 1997	38%	53%	9%	0%	0%
Justice 1997	73%	27%	0%	0%	0%

Communicate with Others in Your Organization

2000/2001 Survey	Excellent	Good	Fair	Poor	No Response
General Government	66%	30%	4%	0%	0%
Health Services Adm.	50%	45%	3%	0%	2%
Justice Administration	57%	41%	0%	0%	1%
Other Option	70%	20%	0%	0%	10%
Gov. 1997	61%	33%	7%	0%	0%
Health 1997	44%	44%	13%	0%	0%
Justice 1997	73%	24%	2%	2%	0%

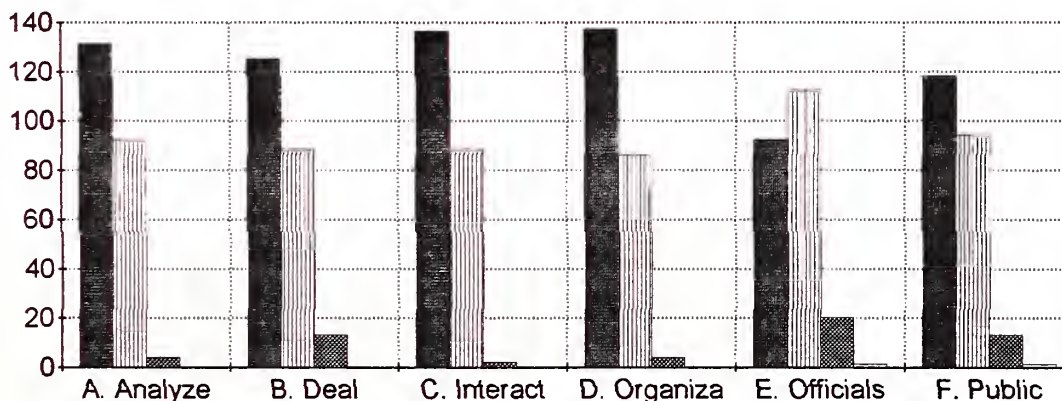
Communicate with Elected Officials

2000/2001 Survey	Excellent	Good	Fair	Poor	No Response
General Government	49%	44%	7%	0%	0%
Health Services Adm.	11%	68%	14%	0%	7%
Justice Administration	46%	46%	6%	1%	1%
Other Option	40%	30%	20%	0%	10%
Gov. 1997	46%	43%	10%	0%	2%
Health 1997	13%	44%	31%	3%	9%
Justice 1997	51%	43%	4%	2%	0%

Communicate with the Public

2000/2001 Survey	Excellent	Good	Fair	Poor	No Response
General Government	60%	35%	5%	0%	0%
Health Services Adm.	23%	64%	9%	0%	5%
Justice Administration	55%	38%	4%	1%	1%
Other Option	70%	10%	10%	0%	10%
Gov. 1997	52%	38%	7%	2%	2%
Health 1997	19%	59%	22%	0%	0%
Justice 1997	61%	33%	4%	2%	0%

The following chart exhibits the responses provided by respondents in relation to program contribution. Postive responses were recorded in all areas of analysis and are demonstrated by the percentage calculations as follows: A. Analyze and Devise: 98% positive; B. Deal with ethical aspects: 94% positive; C. Make effective decisions: 99% positive; D. Communicate with others in organization: 98% positive; E. Communicate with elected officials: 91% positive; F. Communicate with the public: 94% positive response. See Graph below.

Table 11: Your Ability to:**Chart 11: Total Alumni Response**

■ Excellent ▨ Good
 ▩ Fair ▨ Poor

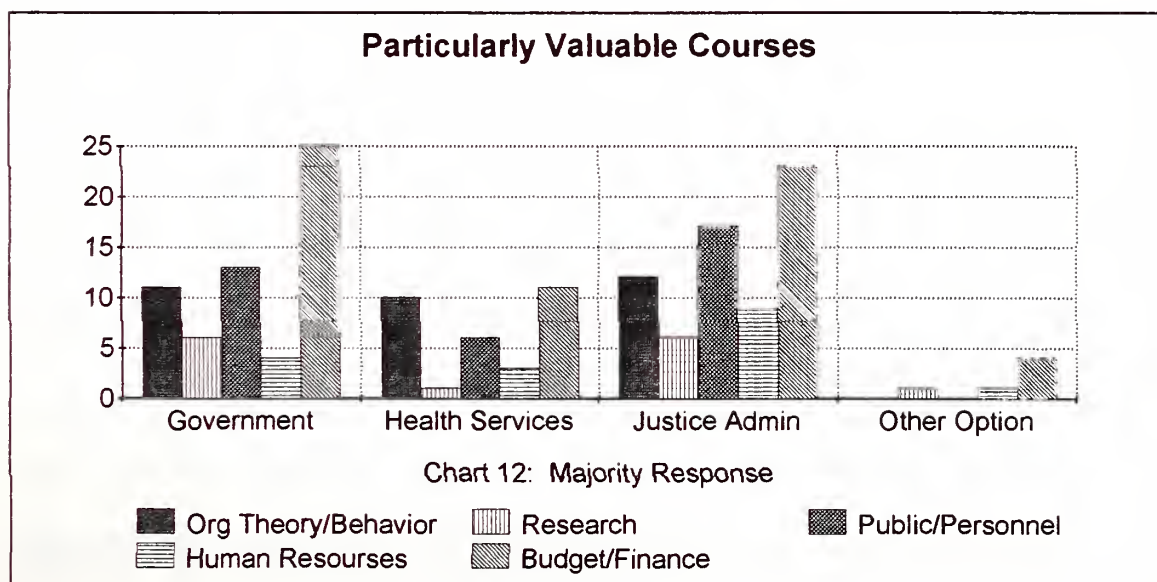
FINDINGS KEYED TO EACH OBJECTIVE

In examination of degree value, it is important to determine which courses in the MPA/MSA program are considered by alumni to be the most valuable. Survey Question 12 addresses this concern (Are there courses in the program you would identify as particularly valuable?) In the table below, a summary of responses is given to the majority of remarks provided by respondents. Budgeting and/or Finance was recorded as the most valuable course in the program. Public/Personnel Administration courses was acknowledged second, followed by Organizational Theory and/or Behavior. A variety of responses were noted. The table and chart below indicate the majority of responses given by respondents.

2000/2001 Alumni Response

Option Area	Organizational Theory and/or Behavior	Research	Public Administration	Human Resources	Budgeting Finance
General Government	11	6	13	4	25
Health Services	10	1	6	3	11
Justice Administration	12	6	17	9	23
Other Option	0	1	0	1	4
Total	33	14	36	17	63

Multi-response ratings were found with other courses, such as Leadership, Selected Criminal Justice courses, Risk Management, Internship/Independent Study courses, and others not exhibited in the above chart.



Question 12: *“Are there courses in the program you would identify as particularly valuable?”*

Of the eight-two (82) General Government alumni, fifty-nine responded. Of the fifty-nine, twenty-five (42%) ranked budgeting as the most valuable course in the MPA/MSA program. Public and Personnel Administration courses were recorded second most valuable with a response of thirteen (22%). Organizational Theory/Behavior ranked third with eleven (19%) responses. Research courses gained acknowledgement at six (10%) responses and Human Resources drew four (7%) response.

In summary of the forty-four Health Service option alumni, thirty-one responded to Survey Question 12. Eleven (36%) respondents ranked Budgeting as the most valuable course. Ten respondents (32%) rated Organization Theory/Behavior as the second most valuable course. Public and Personnel Administration was recorded as the third highest rated course of value (19%). Research drew one (3%) response while Human Resources recorded three (10%) responses.

Twenty-three respondents of the Justice Administration recorded Budgeting (34%) most often in the courses identified as of greatest valuable in the MPA/MSA program. Public/Personnel Administration ranked second with 17 (25%) responses. Organization Theory/Behavior placed third in the survey with twelve (18%) responses. Thirteen percent (9) ranked Human Resources as most valuable with six (9%) Research. There were sixty-seven Justice Administration responses.

Budgeting was the highest recorded response of course identification of value for those in Other Option areas of study: Four (67%) responses. Research and Human Resources each recorded one (16.6%) response. Six out of ten alumni responded.

Question 12: *Are there courses in the program you would identify as particularly valuable?*

The following list records the specific responses categorized by option and graduate year.

General Government

No Year

Personnel, Ethics, Management Techniques

All those courses taught by Dr. Chappell

Police Administration

Legal Issues / Constitutional Law

Personnel Administration / Administrative Law / Public **Budgeting & Finance**

Organizational Theory / Development / Culture Change

Org. Theory / Human Resources / Independent Study on Presidential Politics

Organization Theory / Public Personnel Administration / Public Administration / Policy Making

Independent Study / Supervision Dr. Chappell / Research Methods / organizational Behavior / Environmental Law

Budget & Finance

1984-1997

Dr. Chappell's courses in Public Administration and Personnel

None

Budgeting, Administration, Ethics

Don't Remember particular valuable class

All were Valuable

Budget and Financial Reports by Gov't entities (Incrementalism)

International Law & Organizations / Public **Budgeting & Financial** Administration

Those dealing with Administrative Theory

Budgeting / Administration / Inter/Intra Governmental Agencies

History of Democracy-Dr. Mion / Phycs- Dugas

Finance / Budgeting aspects

Budgeting and Financial Administration / Human Resources Administration

Budget & Finance / Personnel

Leadership, Motivation

Most were good, however Urban Planning or planning in general was needed.

Budgeting & Allocation of Funds

Research Methodology (ability to question and follow through with research and my own conclusion.

Dr. Chappell's classes were very informative.

Budgeting

Organizational Behavior / Police Administration

Public Administration / Labor Law

Budgeting

Budget / Research / Selected Internships
Budgeting / Organizational Development
Budget / Proposal

1998-2002

Budget Classes; Supervision Courses

Research Methods

People Skills courses

The classes most valuable were Dr. Chappell's.

All were beneficial

Several

Women in the Work Place

Constitution Issues / Personnel

Selected Topics / Women in Administration

No, they are all important.

Public Administration and Organizational Theories of Public Administration / State,
 Local, Intergovernmental Process / Personnel Administration

Budgeting / Organizational theory / All core classes

Budgeting / Research Methods / Administration / Independent studies allowed me to
 research work projects while earning college credit.

Planning and real world mock exercises w/ mock government

Command College was biggest asset for myself in the MPA program.

Organization Theory / Need more HR courses.

All courses were equally important

Budget

Really learned a lot from **Budgeting** & Human Resources / Internships of great value

Organizational Theory & Research

Budgeting & Finance

Course which deals with Bureaucracy and "the dichotomy of administration"

Budgeting / Organization Theory

Budget class

Budgets

All programs were valuable to me.

Leadership Courses / Ethics

Budget / Personnel Administration

Health Services Administration

No Year

Public Policymaking

Budget / Organization / Personnel

Personnel Management

Organization Behavior

Marketing Health Care / Management Theory

Yes, **Budgeting** / Org theory / Research
It has been so long ago.

1984-1997

Organizational Behavior
Public Administration / Policy Making
Risk Mgmt./**Budget & Finance** Administration /Current Health Care
Concerns/Trends
Health Professions related courses
All the Phys Ed Courses / Mastering Plans/Strategy
Small Group Dynamics / Marketing / Risk Management
Budgeting / Accounting
Decision Science (statistics, calculus) / Org. culture & Behavior / Public Policy Adm.
Case Studies in Health Services Administration
Organizational Psych / Seminar in HSA-Geriatric Issues
Used all courses equally
Risk Management / **Budgeting Methods**
None - Good mix of curriculum
Budget & Finance / Organizational Theory

1998-2002

Organizational Behaviors / **Finance**
Finance
Budgeting / Human Resources
Gov. Budgeting Process (Politics, Agenda) / Health Care Admin. coursework w/ Govt.
(History & Cases) / Specials
The Effective Healthcare Supervisor
Org Theory / Human Resources
Risk Management was particularly interesting. Real life scenarios were presented for
the class to solve.
Cost Analysis Issues Health Care / Public Adm/Policy Making/Org Theory/ Behavior
Risk Management
Budget & Finance / Methods / HR / Organizational Behavior

Justice Administration

No Year

Budget & Financial / Ethical Aspects of Public Service
Public **Budgeting & Financial** Administration / Public Personnel Administration
Budget Preparation / Leadership Skills / Dealing with Organizational and Management
Legal Trends and Issues
Public Administration
Budgeting
Personnel Administration / **Budgeting**

Legal Issues and Trends in LE Administration / Leadership Issues / Labor Issues
Public Administration / Laws that apply

Budget

All courses were outstanding

1984-1997

All but Budget Course

Community Based Corrections / Organizational Theory & Behavior / All classes were helpful.

Research Methods / **Budgeting**

All

Dr. Chappell's classes on budgets, organizational theories made me think which was valuable.

Those courses instructed by Dr. Curtis McClung, Ph.D. and Dr. William Chappell

Public Administration / Police Practices

Budgeting & Financial Classes

All courses benefited me pursuit of my goals

Public Management / Current Topics in Law Enforcement

Organization Behavior

Budgeting

Budget Process & considerations

Organization Theory

Public Administration - All courses well prepared/Presented

Practitioner related courses

Managerial Styles & Leadership Theories

Personnel Issues

Yes, Juvenile Justice

International Criminal Justice Studies / Public Administration

Budget & Financial Admin.

Research in CJ-Write ?? one / "Everything or PPA!!!

All courses are valuable

1998-2002

The Specialized Criminal Justice Classes were critical. Thoroughly enjoyed them.

Budgeting

Org. Theory / **Budgeting**

Budgeting / HR Management

Not that I can recall

Topic in Public Admin / Public Personnel Management / Comparative CJ

Budget Analysis / Financial Planning

Personnel Administration

Budget

Human Resources / Those associated with personality differences/motivating individuals

Finance & Budget related courses

Labor Law /Personnel Admin / **Budgeting**/How to write research papers / Org Theory

All the courses were valuable to me

Human Resources / Criminal Justice courses / Statistics

Human Resources Admin/Research Methods / CRJ Current Events & Topics

Public Administration / **Budget** / Law

Public Admin / Policy Making

Research Methods / Org Theory

Research Methods / Human Resources

All

All courses were valuable. **Public Budgeting** was most difficult to understand.

Law/Constitution Class was extremely important to me personally. Gave me a lot of good personal information. Instructor (Mr. Mason) Excellent.

Organizational Development / Human Resource Management

Leadership & Management courses

All are valuable. I may meter some instructors over others, but valuable in content.

Overall I found the entire program to be valuable

Organizational Theory and Behavior

Yes

Budget but it needs to be taught more on a day to day basis

Human Resources Management

Budget & Finance - interesting / Now Labor Law Section

I found it very helpful to have attended PMF before attending Command College

Career specific and relevant information that was up-to-date and applicable

The most valuable courses for me were: Human Resources {Public Administration}/

Org theory / **Budgeting** / Legal Environment

Personnel Policy / Organization Theory

The courses in my opinion, were all of equal value.

Org Theory / Police Policies

Employment Law

Human Resources / Administration and Legal

Other Option Area

All Years

Don't recall

Budgeting !!! / Professional Communication !!!

Human Res. Administration / **Budget & Financial** Administration /Public Service etc

Budget / Research

Managerial Methods / **Budget** / Communication Skills

Opportunity for Internship

* Highlighted area indicate information used in ranking of subject matter.

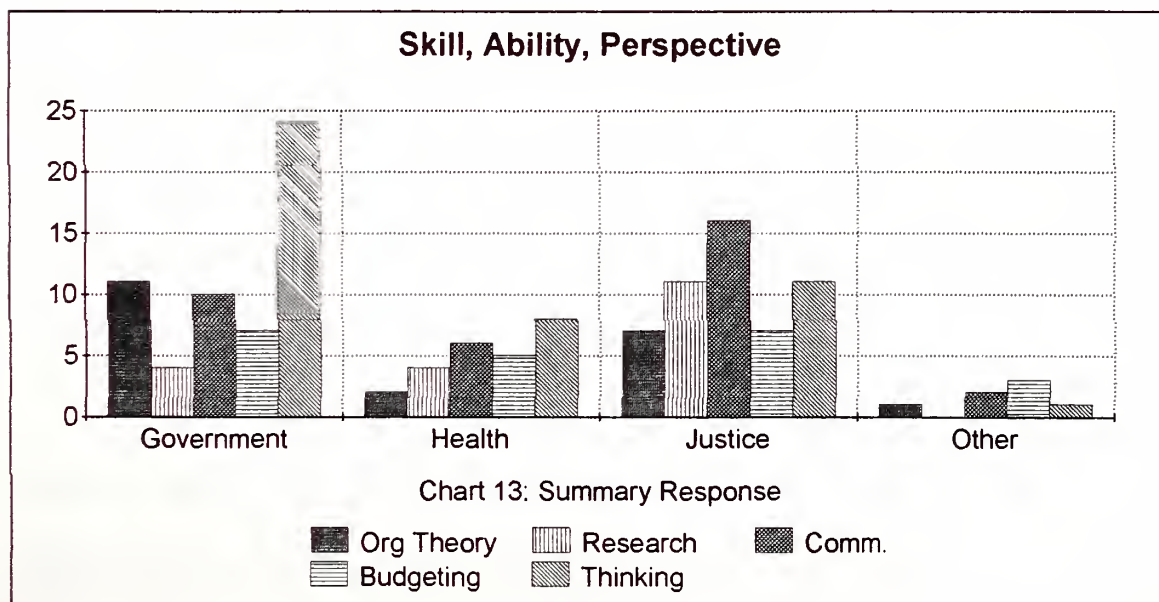
FINDINGS KEYED TO EACH OBJECTIVE

Development of skills, abilities, or perspectives is an important directive in the MPA/MSA program objective. In considering this area of objective, Survey Question 13 asked respondents of the 2000/2001 Survey of MPA/MSA Alumni to evaluate: "What skill, ability, or perspective that developed in the program has been the most helpful to you?" In the following table and chart, a summary of the majority of responses is provided. General Government and Health Services Administration alumni rated the critical thinking areas (analysis, patience, problem solving, decision making, etc.) as the most helpful ability, skill, or perspective that was developed in the program. Communication ranked highest among Justice Administration alumni. Budget/Finance, Organizational Theory/Behavior, and Research were also commonly cited areas. Fifty-six (56) alumni gave no response to this question.

2000/2001 Alumni Response

Option Area	Organization Theory	Research	Communication	Budgeting	Critical Thinking
General Government	11	4	10	7	24
Health Services	2	4	6	5	8
Justice Administration	7	11	16	7	11
Other Option	1	0	2	3	1
Total	21	19	34	22	44

Responses are tallied on the basis of similar responses.



Question 13: *“What skill, ability, or perspective that developed in the program has been the most helpful to you?”*

The skill, ability, or prospective developed in the program that was most helpful to General Government alumni was a combined area of problem solving, analysis, patience, decision making referred to in this research thesis as the “Critical Thinking” area (42.8%). Organization Theory/Behavior and Communication skills were reported second (19.6%) in summary of responses by General Government. Communication recorded eighteen (17.9%) percent responses. Budgeting (12.5%) and Research (7.1%) were also recorded among the highest responses. Many other responses were tabulated, but the above areas were found to be the most commonly reported.

Health Services Administration Alumni also rated “Critical Thinking” skills, abilities, or perspectives as the most helpful development in the program (32%). Communication was rated second (24%) by Health Services Administration respondents. Budgeting received (20%) of the responses with Research reporting sixteen percent and Organizational Theory recording the remaining eight percent.

Justice Administration Alumni ranked Communication (31%) as the most helpful skill, or ability developed in the program. Research (21%) and “Critical Thinking” areas (21%) were the second two most helpful skill, ability, or perspective that was developed in the program as recorded by Justice Administration respondents. Budgeting and Organization Theory received seven (13.5%) responses each.

The areas mentioned most frequently by Other Option alumni were budgeting with three responses (43%) and Communication with two (29%) response. Critical Thinking and Organization Theory received one (14%) response each.

Question 13: *What skill, ability, or perspective that developed in the program has been the most helpful to you?*

The following list records the specific responses categorized by option and graduate year.

General Government

No Year

Deal with elected officials and those of the Finance Dept

Problem Solving

Briefing cases and reading case law

Professional writing / Personnel Administration

Org theory, development, culture change

General knowledge of public administration and the “middle of the road” approach to situations

The ability to function within an organization

Beginning to understand the intricate nature of govt and politics. The need to specialize to be effective

Administrative responsibility, communication

Skill, Analytion (Analyze ???)

1984-1997

My Knowledge of Organizational Behavior

Making effective decisions in interaction with others

Communication

Group problem solving and decision making

The understanding or insight as to how to direct fellow employees toward accomplishing the goals set.

Overall understanding of micro politics

Critical thinking/ Problem Solving Skills

Analysis & Patience

I finally understand Budgeting for Local, State, and Federal Government; **I have a far greater appreciation for the ‘give and take’ decisions required by political leaders; I have a greater appreciation for local political leaders.**

Oral presentations - public speaking

An increased awareness of organizational structure-however this has been a double-edged sword, as I see flaws made in management by my bosses.

Understanding Incrementalism and the need for counseling

Organizational Behaviors; Budgeting/Public

Organization

The difference of the various levels of government and how some of their functions are carried out. The budgeting info has been the most applied in developing & managing programs

General appreciation of the area

Having a working knowledge of public organizations

Increased my ability to think outside my box

An understanding of the culture of most working in public sector; with this understanding comes tolerance and the ability and patience to make the system work for you

Communication

My vocabulary and knowledge of (new) words improved. My writing skills improved significantly.

Budgeting was extremely helpful as well as a basic understanding of HR

Supervising & Budgeting

Logical Thinking / Organization

Knowledge of public/gov't function

Ability to research, prepare informative reports

1998-2002

People skills, I am much more professional

Understanding how politicians affect administrator's efforts to effectively apply the policies established

Decision Making / Handling Personnel Problems

Organization Behavior

Preparing budgets / Counseling sub-ordinates / **Setting goals**

I feel that the level of knowledge required for exams was exceptional and forced me to **develop a more intense ability to concentrate on and implement thoughts & theories.**

Managing People

Research

Increased knowledge and awareness of governmental processes and functions

Decision making, knowledge in dealing w/sub-ordinates effectively

People skills/ writing / **It was a confidence builder.**

Overall understanding of Political Organizations

Critical thinking - looking at things outside the Box / Be able to Listen, knowing that there is an agenda and many side to a coin

Research

Understanding the nature of Bureaucracy

Critical analysis, Budgeting

Critical thinking skills

I've developed a greater appreciation for obstacles faced by women

Working in teams, having team discussions, making presentations

Research

All experiences and education has been useful

Communication skills & dealing with speaking in front of people

My writing skills have greatly improved

A network of law enforcement professionals across the state

My ability to analyze problems & logically relate the solutions to supervisory staff

Manage Methods

Ability to solve problems

Think like a manager - Look at “Big Picture”

Health Services Administration

No Year

That the best solution is not always the one that will work. To be open to different means to work

Insight into what motivates people

Ability to write and to acquire & analyze information / Research

Manage skills via: Personnel Mgmt

Organization

1984-1997

Communication in one-to-one and group situation

Being able to see situations from both employee & manager point of view /

Control of decision making

Better understanding of budget processes

Confidence in speaking (public)

Budgeting & Finance accountability / Understanding of bureaucracy and how to navigate in the hospital bureaucratic system

Budget and Financing

Cultural Change Strategies

Organizational methods, Budget and Finance

Personnel Adm. issues, Dealing with State level administration

Budgeting/Accounting

The ability to analyze situations and organize multiple tasks. Improved communication skills

Understanding of Business growth

Decision making / Ability to Research Relevant Information

None particularly - being in the Army gave me a lot of state development

Understanding “politics” in general

Ability to see both sides of situation- supervisor & employee

1998-2002

Research methods/ Presentation skills/ Human Resources admin

The use of new technology for research

Writing & Communication

Organizational theory and Risk Management

Broad understanding of HMOs / Hosp Functions / Admin Legal Aspects

Understanding policies and procedures with employers and co-workers

There are many. So in more about the ability to put it all together

Wider range of understanding of topics in general administration versus clinical nursing knowledge only

Justice Administration

No Year

Development of Agency Policy and Procedures using information presented during courses of instruction

Leadership classes

Knowing the process of Public Admin

Quality, up-to-date administration training / Liability issues / Particularly valuable was current Police Chiefs explaining problems they faced and how they addressed them - good, professional, practical solutions:

A much better understanding of the overall operations of each area/dept in a municipal organization

Enhanced communication - also: Research and Surveys / Strategic Planning / Independent Research Issues

Administrative Skills

Patience. I lived in a military environment my whole life. This society operates on training and obedience. As I studied the area of Public Administration, I realized bureaucracies often do not train their workers and Political Appointees may have no training in their agencies work. Many involved obey resolution or orders only when they are forced to do so. Dealing with this requires great patience.

Understanding Bureaucracy, how it works, and how to effectively communicate with in its boundaries

Leadership and Communications

Working in teams, teamwork

Knowledge of administrative process

Organization / Budgeting

1984-1997

Administrative Responsibility

The information presented during class was excellent but the ability to network with other professionals was equally important

Research Skills

Communications

Accountability issues / Management practices

Interpersonal Communication skills / Organizational Management

Analytical skills and development of ability to determine how overall perspective of problem affects organization

Budgets

Effective leadership skills / Well rounded knowledge of Criminal Justice & Administration which have been valuable in different aspects of my career

Research Methods / **Decision Making**

Communication skills in the org & with elected officials

The ability to interact with emergency responders (firemen, sheriff, police, etc) effectively

Research and production of coherent theses have been helpful

The ?????????

The drive & desire to better my career & profession since attaining the degree

Better understanding of Administration

All

I am an aggressive thinker.

Practitioner gained exposure

Working with a team or group of people/ Being able to lead a discuss. Making a decision

Knowledge of org behavior, human resources, and admin responsibilities

Research Methods

Organization /

1998-2002

Problem solving to the benefit of the company before the individual

Research, dealing with public, elected officials, staff

Importance of communication and others in the work place

The experience of being exposed to upper management styles, the how & why

Labor Law Information / Public Admin Bureaucracy

Fine tuned my writing ability, my research synthesis, and my oral communication skills.

Also gave me input from the perspective of Administration

Knowledge of Organizational Structure and Motivation of Employers

Human Resources

N/A

The ability to expand my way of thinking / Not limiting myself to one solution to a problem

Enhanced understanding of government administration and better knowledge of legal issues of administration

Understanding the budgeting process

Research Methods

Budget / HR Management

Research

More understanding of how the administration / people & customs relations / Works in companies

Labor law knowledge, academic/professional writing, policy lessons learned

Understanding the laws of the workplace, knowing the seriousness of communication in the workplace/ The way budgeting works / all gave me a perspective on public administration and reinforces the importance of public administration

It helped me develop good leadership skills

Research of Law / Budget

Knowledge of assessment centers

Gain a lot of knowledge about my personal rights, and my rights in the work place / Learned a lot about human Resources, Social Problems and how social problems affect everyone. What social problems cause most harm and how they create job opportunities in certain fields/areas

Enhanced communication skills / Improved understanding of administration functions and their significance

Budget analysis / Financial Planning

Dealing with different personalities !!

More familiar with administration and pertinent laws and legislation

Research Tech

Overall the administrative functions of public organizations

Fiscal management / Leadership / Communication

Better Management Concepts

Communication (written & verbal)

All have been valuable

Leadership Skills, particularly those relating to executive management and inter-agency interactions

Better study habits / **Developing relationships w/ others of different career paths**

Research / Oral communication

The ability to write and communicate effectively with others

I learned that the skills and Bureaucratic hierarchy are very similar to the military

Other Option Area

All Years

Education courses have helped with my recent training & development jobs

Public speaking / Budget

Organization & more knowledgeable of the budget process system

Working with local government and my current new position as “Assist Chief

Appraiser” / All areas in the program has been very helpful to me on the Job and working with the public on other community board meeting (housing, library, etc)

Stronger ability to influence public officials / **Stronger ability to understand and market** / Knowledge to health service administrators

Written communication / Better understanding of the budget process & the improvement of budgets

None

* High-lighted areas represent growth in life skills as: Critical thinking, Analysis, Patience, Problem Solving, Decision Making, Understanding, Insight, Cultural Change Reality, etc.

FINDINGS KEYED TO EACH OBJECTIVE

Question 14 addressed the issue of: "What skills, abilities, or perspectives do you now need that were not provided by the program?" A total of fifty-three alumni gave no response to Survey Question 14, yet a summary of noticeable similarities was found in the responses of the remaining alumni. The table below indicates common responses.

2000/2001 Alumni Response

Option Area	Budgeting	Experience	Computer/ Networking Technology	None
General Government	5	7	4	14
Health Services	7	8	1	6
Justice Administration	2	9	3	17
Other Option Area	1	0	1	3
Total	15	24	9	40

Skills, Abilities, Perspectives Needed

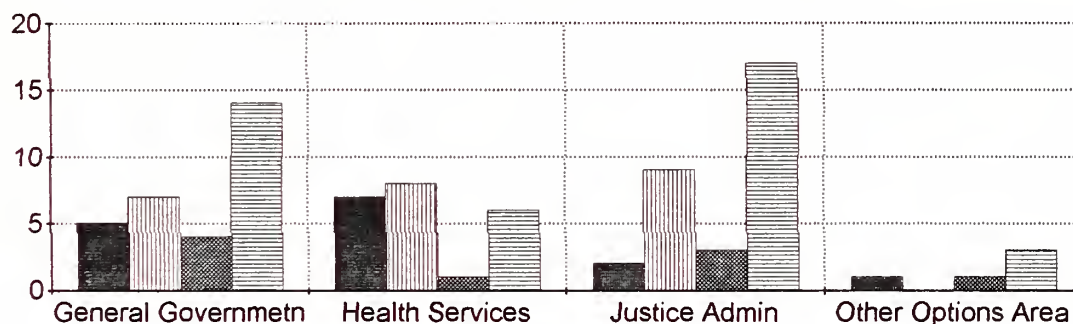


Chart 14: Alumni Response

■ Budgeting/Financial ▨ Exp/Networking
 ▩ Computer/Technology ▤ None Needed

The above chart exhibits the response rating alumni recorded as now needed that was not provided by the program. Forty (45%) of the alumni responses stated that there was no additional skills, abilities, or perspectives needed that was not provided by the program. Twenty-four responses (27%) indicated a need for additional experience or networking. Fifteen (17%) of the responses expressed a need for budgeting. Nine alumni (10%) recorded a need for computer/technology. Interaction within fields of employment/elected official was also noted.

Question 14: *“What skills, abilities, or perspectives do you now need that were not provided by the program?”*

Findings keyed to Survey Question 14 are evaluated in the following summary of 2000/2001 Alumni responses:

Although the majority of alumni response assessed the MPA/MSA program as adequate in substance, some comments and/or suggestions were recorded: Additional classes such as computer courses, refresher courses, budgeting courses and courses that deal with human resource issues. Job placement and internships or ‘hands-on’ experience were other common concerns.

General Government Alumni responded most frequently with Budgeting, Technical and Computer training, other than the number one response of there being nothing needed that was not provided by the program. Many different areas were mentioned, such as ethics, networking, counseling, and politics, among other. There were forty-one non-respondents out of eighty-two General Government respondents.

Health Services Administration respondents commonly related that none or nothing was needed in addition to what the program offered. Budgeting aspects and ‘Hands-on’ experience or internship experience were most frequent responses.

Justice Administration alumni had an overall satisfaction response with the degree obtained, although areas such as Budgeting, Computer Technology, and experience seemed to be of concern.

Counseling, budgeting, computers, business, and strategic thinking skills were recorded most frequently by those in the Other Option area.

Question 14: *What skills, abilities, or perspectives do you now need that were not provided by the program?*

The following list records the specific responses categorized by option and graduate year.

General Government

No Year

None noted

Some F/U networking direction and career planning scenarios

Possible computer programs

Budgeting skills more in depth on Budget procedures

Better budget instruction

1984-1997

None

Dealing with employee problems; Performance evaluations

Survival in Govt. environment; Modern Technology = Computers, etc.

None

None

The make-up of local politics

Planning and urban infrastructure, architecting, are the highest demands.

More (in depth) research methodology courses

Internet research for government programs, government hierarchy, etc.

More budgeting / HR issues

Better perspective of State and Federal level government organization

Maybe exposure to the class taught to elected officials

Would like to see a little more focus on management / Supervising skills

Accounting

Perspectives from Practitioners especially in Business Mgmt Executive courses

Greater awareness of how things are done when behind closed doors - Real World vs.

Textbooks

Areas related to managing problem/difficult employees

None

1998-2002

Career guidance

I would like more knowledge on how to be an effective instructor

Dealing w/ Private and Inter-agency contracting Principles

The budgeting portion was pretty useless

Although I enjoyed the professor who taught the Legal Administration course, I really feel that the content could have been of great value - but we didn't get into the book very much at all. Could have used that information in my daily jobs dealing w/ fraternities & ????. She talked mainly about her personal experiences and was very interesting. She applied the experiences some (very little) to the text.

Can't think of anything

None

None

I sincerely believe the program Furnished me with an excellent experience and it did not lack in any area.

Technical skills, practical application

None

None

None

More in the use of negotiation and counseling

None

I would like to see more Psychology Type courses

None

More Ethics and professionalism

Health Services Administration

No Year

None

More hands on budgeting

More Business courses; Management & the business aspect of healthcare admin

Practical on site experience

How to effectively manage Generation X employees. How to motivate them to work.

More Budget/Cost analysis

Experience (like a work internship)

1984-1997

More studies related to the medical and health profession

Economics

None

More background in finance, accounting, budgeting, etc.

Computer technology

Politics in business. Better cash flow management

None, but a MHA would have been better for my professional advancement

Medical Staff relationships

More human resources, personnel management

None

More information on accounting, managerial

Evaluation of employee performance; creating a budget

None

None

1998-2002

More financial perspective in Healthcare and analysis

More health related classes in budgeting, HR, & other care classes

Interacting with upper level management on a peer basis

Information regarding effectively hiring and training

More insight into human behavior

Internship to be able to demonstrate learned skills; Contract negotiation and management

An Internship experience. I could have received some training & experience while in the program b/c hospitals fool for that when you apply

Terminating employees

How to help employees cope with increased volume and decreased resources due to financial & nursing crisis in health care

Resume Preparation to key into what ?? want esp @ entry level to get hired

Justice Administration

No Year

None

Perhaps more details concerning Budget

None

I was not given political connections or taught how to “rub elbows” with power-brokers. CSU seemed to concentrate their course on developing professionals and ignored how those with “connections” will advance no matter how inept they are.

A better understanding of how politics and public administration relate to one another would have been helpful.

None

How to run a mock department including budget

Research methods was cursory for those seeking advanced degrees. I substituted for Org Theory - Big Mistake for same reason.

1984-1997

An introduction to preparing for a PhD program, writing a goal for PhD project

None

EEOC Issues; Fair Labor & Standard Issues

Computer skills - I graduated before computer knowledge was in demand

Greater physical fitness as a necessity

HR function

Advanced public speaking (preparation to conclusions)

Skills to better deal with inter office problems

More job entry skills to the jobs I really wanted such as the FBI

Higher paying jobs

How to raise funds in the public sector. Writing grants would be an excellent course to offer-or-asking for business donations.

Dealing with the public

None

None

1998-2002**Human Resource Issues**

None

At this time, I think everything has been covered.

None

More HR knowledge

Experience

None

It would be nice if I had more experience using different computer programs to make presentations

I won't be able to answer this until my military obligation is complete and I go into sector.

Public Office Interaction

None

None

None that I know of

None

None that come to mind other than advanced computer skills

Probably refresher courses as the field continues to expand and develop

None

The only perspective needed would be actually being present at a business observing the goings ons. This would enhance the student's perspective on a higher level

None (of which I am aware)

None I can think of

More emphasis placed on networking and how to make personal contacts. Importance of seeking employment in field long before graduation.

Other Option Area**All Years**

None

None

Strategic thinking/planning

Deeper concentration on business ethic, public sector finances & budgeting, and team dynamics (especially in the health services field).

Computer updates, etc.

None

Maybe more counseling classes (difficult to do, I know w/out pursuing a Master's in counseling).

The greater response in all option areas was that nothing was needed that was not already provided by the program.

FINDINGS KEYED TO EACH OBJECTIVE

Question 15: *“Are there changes you would recommend to the program?”*

General Government suggested more representation in class instruction or affiliation with a greater number of State, Local and Federal workers/ executives, as well as elected officials, would be helpful in course work. Budgeting gained attention, indicating a need for consideration. Computers, Human Resources, Ethics, Professionalism and Research were also included in responses. Research brought more suggestions in relation to the time frame presently generated by the course study.

The Health Services Administration respondents reported recommended changes to the program in areas most consistent with the need to emphasize more Medical and Healthcare courses. Equally important was the recommendation of starting/adding internship programs. Budget/Finance expressed concern for needed changes and more focus place upon this area of the program. No change needed in the program was cited numerous times and in addition, there were fifteen respondents that gave no response.

Justice Administration alumni responded in a wide variety of areas. Internship programs were most frequently cited. Inviting Professional/Public Speakers/Guest Lectures, explaining issues relevant to their field was another common suggestion for the program. Jail/prison, budget and computer skill classes were other recommendations. There were seven no needed changes responses and one non-respondent.

Other Option alumni brought attention to recommended changes in areas of not-for-profit management and legal aspects of management. Fifty percent of respondents stated there was no need for change in the program with two alumni giving no response.

Question 15: *Are there changes you would recommend to the program?*

The following list records the specific responses categorized by option and graduate year.

General Government

No Year

The addition perhaps of a class that geared toward General Government concentration.

More computer emphasis

The Federal Gov. Needs budgeting and management analysts. Another area that should be included is ??? courses in teaching. They are very useful and regional in Federal Gov.

Deal more with **budgets** with in the organizations, not a Companies whole budget.

Maybe a pre-test for the comps.

If not already added - more understanding of mis as mgmt tools; part. system

*** "No" response - 3

1984-1997

Expand classes offered in Out Reach Program

Encourage more inter-active relationships with State, Local & Federal Govt. representation.

Have more elected officials involved with the program.

Improvements in the advising - provide more thorough qualification / Job requirement information (such as vision requirements).

If not due already . . . Sit masters students behind computers and go deep into government Administration programs and "Master" the maze!

Addition **HR / Budget** issues

Need to see new degree progress sheets and course descriptions

Less emphasis on Criminal Justice

More opportunity to hear from elected officials and bureaucrats

A little more emphasis in personnel behavior that relate to Public Admin, such as **public speaking motivational meetings,; Interpersonal communication, etc.**

Add an ethics class. You would hope it is not needed but unfortunately it is.

Provide a means to focus at one level of government if the student has a focus level.

Include **HR**

Would have liked non-profit Administration courses

*** "No" response - 12

1998-2002

Ethic and Professionalism

Internship - mandatory 2 weeks

Use of some Audio-visual Documentation to Better Enhance Information

Get rid of Mrs. Cole. She is a very ineffective teacher.

Honestly did not gain anything form the **Research Methods** class. Perhaps it could be that thus far, I haven't really had to utilize the info. to "actual research."

I would have enjoyed more outside work and projects to bring class material together.

Develop projects w/area businesses for practical application of theories to build technical skills & use of resume. Exposure to businesses helps networking for future employment.

I found the **survey class** extremely stressful due to the time limitation. I feel the class could be done as a group activity and increasing the amount of time.

More variety in courses offered

Field Activity

I would allow the **research writing** course to be 2 semesters, breaking it up into research in one semester and outline and writing in the second semester.

If the program is going to use part time professors, the professors should be accountable for their classes. The worst classes I attended were taught by the outside professors.

No, I truly believe the program is at its best.

*** "No" response - 12

Recommended changes to the present program had a variety of suggestions. It seems that representation in class instruction or affiliation with a greater number of State, Local, and Federal workers/executives, as well as elected officials, in course work, is a concern (eight responses). Budgeting (two responses) again gained attention indicating a need for consideration. Computers (1), Human Resources (2). Ethics/Professionalism (2) and Research (3) were also compiled as concerns. Research brought more suggestions in what could be theorized as a complaint in course work (time frame), rather than a need.

Health Services Administration

No Year

More Legal courses

Start Intern program

Yes, Add courses about grant proposals & writing. Also add come (IT) computer courses

More hands-on budgeting

*** "No" response - 2

1984-1997

More studies related to the Medical and Health Profession

Heavier emphasis in preparing student for positions that emphasize “bottom line” accountability (more than anything else).

Change to MBA program with **emphasis in public admin, health, etc**

Internship with select organizations of student interest in course options

Politics in business. Better **cash flow management**

Follow ACHE and JCAHO Functional areas to teach management of said areas

Program should include more business electives

Surely there have been changes since 1987. I don’t know what the current program offers

It has been a long time since graduation, but the HSA component needed more attention to quality of instruction. Using part time faculty resulted in unprepared instructors.

*** “No” response - 5

1998-2002

Yes, I’d like to see **more healthcare background/related course work.**

Have **Health Services Administration as a major** instead of a sub-focus under PA

More focus on Health Services Administration courses and finance

More discussion of papers (with Dept Chair) Never got my feedback

Increase level of class on communications and team building. Was not in my opinion a graduate level class.

More experience - hands on

An internship program where students can shadow a hospital administrator at any of the local hospitals

Add Internship thru partnerships with local business. national certification of the program

*** “No” response - 1

The Health Services Administration, 2000/2002 Survey of MPA/MSA Alumni, reported recommended changes to the program in areas most consistent with the need to emphasize more Medical and Healthcare courses (Six responses). Equally important was the recommended change in starting or adding Internship programs. Budget/Finance (3 responses) continued to carry concern for needed change with more focus. Computer courses were cited once (1). There were fifteen (15) “No Response” tabulations.

Justice Administration

No Year

Emphasize Research Methods (This may have been done)

More faculty of the high quality which is already in place would add to the effectiveness of the program.

I would like to see the Justice Administration courses to concentrate more on how to manage **Jails and prisons**. Management in these areas seem chaotic at best. Skills on effective facility designs, inmate management, personnel management, and dealing with contractors who provide facility services. As it is far too much time and money is spent on building poorly designed facilities and staffing them with ineffective personnel.

More emphasis on leadership issues - leadership qualities, etc. particularly valuable
 – was current **Police Chiefs explaining problems** they faced and how they addressed them - good, professional, practical solutions! I wish any free time could be devoted to this. Add this to reunion classes, too!

I do not believe that the program needs further refinement. The program is well suited for law enforcement executives.

*** “No” response - 7

1984-1997

Additional Management Courses - In the Corrections Field. Most **prisons** are operated using Business Management Principles.

In light of recent events (and my position with my county) . . . **more emergency management classes**.

I was unhappy with the Professor over Constitutional Law. I believe she is no longer with the program. I believe I could have gotten more out of the class if we had a better professor leading the class.

Add a Internship requirement.

Problem solving (group discussion)

Employment in Administration - **exposure to career development possibilities**

Please use greater visual aid.

More **computer skills** in Research Class

Attempt to add courses involving Fair Labor & Standard guidelines

The program is geared to younger career seekers not middle aged as many of the graduates are.

*** “No” response - 10

1998-2002

Yes, Public **Budgeting** class was not very helpful. Book was boring, hard to understand and not very helpful. Class instruction nothing to do with what was on test.

More opportunity for Internship

More part-time instructors (that always seem to draw more from real-life experiences and make for more exciting classes). More field trips! Few papers.

The only changes in the program would be availability of courses from semester to semester.

Only improve where noted by this survey - more career counseling

More Public Office Speaker

Continue to schedule classes at times that are convenient for individuals that have to work and go to school at the same time.

Encourage Internship - many employers want experience - I may have the education but with no experience it's hard to get a job.

Perhaps Guest Lectures from gov't bodies and institutions.

I would add a PhD track to the program.

The **Budgeting class** that I took was very unhelpful as far as actually understanding the budgeting process for governments. I'm unsure if it was my particular section or the course as a whole (too much emphasis on goals, and not enough on actual process).

Implement Doctoral program

Just keep it fresh and updated.

Be more detailed and offer more courses that relate directly worth to Criminal Justice

*** "No" response - 21

The Justice Administration Alumni responded in a large variety of areas. The most frequent was adding internship programs (4 responses). Having Professional/Public Speakers/Guest Lecturers (3) explaining issues/classes relevant to their field was another suggestion for the program. Jail/prison management courses (2), Budget (2), and Computer (1) skills concentration were other recommendations for the program. There were seven (7) "No" responses toward recommended changes and one non-respondent.

Other Option Area

All years

More information on **not-for-profit management**, which differs from the normal corporate model.

I'd put more emphasis on the **legal aspects of manager** (Concerns with company Policy)

The Student Services option as crafted by Dr. Bagley needed to be more focused and well-designed. We were sort of left to our own desires.

Wonderful program! Flex hours for afternoon/night students.

No. Program has already changed significantly since 1990 & I don't know what the current program is.

*** "No" response - 3

Other Option Alumni brought attention to changes recommended for the program in areas as 'not-for-profit' management and 'legal aspects of manage.' There were five (5) responses suggesting 'No' changes to the program for a 50% approval rate in the Other Option Area. There were two (2) non-respondents in this area.

* Highlighted area in text indicate areas compiled in the rating.

FINDINGS KEYED TO EACH OBJECTIVE

Question 16: *"Please make any additional comments about the program. Attach pages if necessary."*

Comments on the MPA/MSA program were overall praise and gratitude for the service and assistance given by the staff at Columbus State University. Honorable mention was specified many times to Dr. William Chappell for his help. The Command College also received praise as well as Dr. Archie Rainey for his assistance and organization of program scheduling for working student participants.

Throughout the General Government alumni responses, overall satisfaction in the MPA program was exhibited in the numerous comments praising the program as beneficial in job related enhancement/education as well as in personal life. Staff members (professors) were highly recommended. Suggestions were frequently made for a Ph. D. program. There were forty-seven non-responses.

Health Services Administration Alumni responses brought attention to areas such as internship, accreditation, and finance/budgeting. Overall satisfaction was recorded as well as appreciation of the help and attention given by Dr. Chappell.

Justice Administration alumni reported an overall great satisfaction of the program and the staff. Command College was also recognized favorably. Suggestions of a higher degree program were commonly cited. There was a fifty-eight non-response total from the ninety-four respondents in Justice Administration.

Satisfaction with the program and staff was highly indicative of the responses in the Other Option area. There were seven out of ten non-responses.

Question 16: *Please make any additional comments about the program.*

The following list records the specific responses categorized by option and graduate year.

General Government

No Year

This Institution of higher learning is indeed an asset to the Local Community & State of GA. Great educators with impressive credentials lurk in these halls.

I spend a lot of my time serving on committees, making speeches and presentations, “networking” and developing projected goals for the purpose of budget requests. A little more practical hands on classroom projects would be helpful.

I believe another that can be added is Education Instructions. This area is understaffed in Federal Government.

I thoroughly enjoyed my educational experience with CSU.

It's been too long for me to remember enough specifics for this to be a really useful survey tool!

*** “No” responses - 47

1984-1997

I am very proud to say I am a graduate of CSU

Good Program & Well Directed

I might not be the best barometer of a degree program. Columbus, GA has not accepted my degree period. At times this degree has worked against me. Seemingly, it would be an asset but at times on many occasions, it has become a liability.

Overall, the program was very beneficial to me both personally and professionally.

It made a big difference for me; helped put public employment in perspective.

The degree benefited me more personally than professionally. I've often wished I had obtained a Business degree instead, since I have left government and now am persuading a business/entrepreneur career.

During my time in the program, I found the Faculty to be knowledgeable and highly motivated.

Hi, Bill. Hope you're doing well, Rod

Is there any conversation about a DPA @ CSU?

I had an excellent instructor. Dr. Chappell was knowledgeable of all subject matter and was effective in explaining the material in the most basic terms.

It has been seven years since I completed this degree program so it is difficult to answer 12-15. I would recommend more courses on management of human resources based on my work experience.

Very Satisfied

The program itself was not ideal for my personal objectives. I used elective courses to cover my personal learning objectives so my comments on the Public Administration program are not as relevant, perhaps, as others who have careers in Public Administration.

This is a great program. Most employment agencies in my area are looking for person(s) with experience. There are no starting level positions where I reside. Which make it tough for employment.

I was extremely pleased with the MPA program. I would like to see Columbus State develop a PhD program soon!!

Very valuable in allowing students to interact with local community in their field of study. Access to professors is the best reflection throughout CSU in my opinion.

I used my MPA to renew my T-4 certificate and it was upgraded to a T-5

Nothing follows

Dr. Chappell is excellent!

Excellent program. I particularly appreciate Dr. Chappell's excellent advising and thorough knowledge of the field. I was the first to graduate from the program.

1998-2002

I enjoyed the experience

Dr. Chappell was excellent in his inspiring People to think and participate in class.

Advising and level of compassion for students was excellent. Truly felt that my advisor cared about my career goals and gave me every opportunity to learn and gain experience in that area both through research and outside of the classroom.

He went above and beyond to assist me and I honestly felt compelled to work harder for him b/c of what he did for me. He made me want to excel.

Maybe. Stay abreast of current problems and finding solutions to - like workplace violence etc.

A PhD program would be a great addition to the program.

Saturday classes were especially helpful.

I learned more in the two years than all my previous years of LE.

Receive material prior to class - Command College

Enjoyed classes & instructors as well.

I really don't have any comments, but learned a great deal of knowledge/information.

Overall satisfaction in the MPA program was exhibited in the numerous comments praising the program as beneficial in job related enhancement/education as well as in personal life. Staff were also highly recommended. Suggestions were made for a PhD program in addition.

Health Services Administration

No Year

It would be helpful to have refresher courses on financial/budgeting methods.

Good program

*** "No Response" - 9

1984-1997

A very distant memory . . . but a good one; That helped me to "mature" my thinking and develop "critical thinking" skills on a broader scale.

I found the curriculum helpful in introducing me to the skills needed in management.

Being able to specialize in healthcare was especially helpful because hospitals act more like a bureaucracy than a business, so I gained skills through the political science classes that were more applicable than comparable business school classes would have been, while still gaining knowledge in healthcare specific areas of risk management, 3rd party reimbursement, etc.

Dr. Chappell was great, learned much from him.

Dr. Chappell did a terrific job while I was there. He was very resourceful and helpful!

1998-2002

Without internship I have encountered a lack of respect for the graduate of the program. Need to partner with American College of Healthcare executives to provide for more challenges.

Feel free to call me at xxx-xxxx if any answers are not clear.

It has been great.

I would like to see the program accredited.

Health Services Administration Alumni responses brought attention to areas such as internship, accreditation, and finance/budgeting. Overall satisfaction was favorable as well as appreciation of the help and attention given by staff (Dr. Chappell).

Justice Administration

No Year

When will you offer a post-graduate degree? I'll apply.

I thoroughly enjoyed my time in the Masters program. I only wish CSU would be

able to provide a Doctorate Program in Public Administration.

One Police chief told me that he got more from this program than the FBI Academy. The instructors in the program are excellent. I am very proud to have participated. I am a graduate of the FBI National Academy. I found that CSU MPA (Command College) Programs were more beneficial to me in my job.

Unemployed due to husbands career. But will soon be back in the work force. MPA was great satisfaction personally.

It was an honor and privilege to attend. I was promoted three times - then offered an excellent chance to retire and except a better job because in part my education.

A super program! The networking w/ fellow classmates alone has proven invaluable! I really enjoyed my experience, and I felt that the faculty tried to help on many different levels.

1984-1997

Wonderful program I am grateful to have had the opportunity to attend the MPA program at CSU.

You're on the right track.

Good program - personal attention from instructors proved valuable.

Please allow the visiting speakers to address their actual real-world situations.

I have always been very proud of my degree. This degree is so versatile; I have been able to go in various directions with in my career because of my broad base of knowledge. It is the one thing I feel I did right in my life.

I enjoyed the program and the professors. I do wish those of us with MS in Justice Administration could fill in the MPA courses & receive a MPA.

Dr. Chappell was a great instructor. He was a very respectful person.

Archie does an outstanding job! There is absolutely no doubt without him the Command College would not be where it is today. He is very respected in the Law Enforcement Community.

This is a very good program.

1998-2002

The adviser & professors were very helpful & understanding.

Command College set up excellent way for professionals to get their education.

The program was excellent. I was able to see different viewpoints of things and it made me understand that people have different opinions and ideas.

Some teachers were not prepared for class. Also, Lecture was either straight from book or had nothing to do with what was on their test.

Was well rounded and experiential.

I learned a lot from the overall program.

Thank you, Dr. Chappell for always being there when needed!!

Continue to schedule classes at times that are convenient for individuals that have to work and go to school at the same time.

Personal Letter of Praise to Program

The MPA program in conjunction with the Command College is an excellent opportunity for working professionals to advance in education. It is also a great opportunity for CSU to draw from excellent professionals currently working - the real world? Relaying information with a mere 1° of separation. Archie Rainey is to be commended for guiding this program as well as Dr. McClung for his involvement in course development.

It changed by life and my profession and through it I developed life long friendships.

A Positive program for anyone wanting to succeed in management.

The staff, particularly Dr. Chappell, was very helpful and instrumental in helping me earn my degree. He facilitated my distance learning and made everything easier. Even in Korea, everything was made simple.

I enjoyed the MPA program. I also achieved a degree that I thought I would never get. Get ? faculty ?

Great program

Wonderful program

Great experience. Extremely worthwhile. This will definitely help me to succeed in my organization.

I believe the program I was in was very effective for those in law enforcement fields.

I believe the law enforcement agencies in Georgia are being elevated to higher levels.

An overall great satisfaction of the program and the staff was recorded.

Command College was also recognized favorably. Suggestions of a higher degree program addition also gained attention. There was a fifty-eight non-response total.

Other Option Area

All Years

Dr. Chappell was excellent. Thoroughly enjoyed his classes and appreciated his student counseling abilities.

The program is excellent! I've learned to understand how the City of Columbus Bids for Constructive jobs.

Columbus State is a wonderful University and the wonderful instructors helps the students in completing there goals in everyway possible. Most thanks I give to Dr. Chappell; and Archie Rainey for putting up with me . . . Again, Columbus State is a wonderful and unique University. I would greatly recommend Cols. State U to others in the community.

Satisfaction with the program and staff was highly indicative of the responses.

FINDINGS KEYED TO EACH OBJECTIVE

In Survey Questionnaire Question 17, alumni were asked, "How important do you feel your MPA/MSA degree was in obtaining your current position?"

2000/2001 Alumni Response

Option Area	Extremely Important	Very Important	Somewhat Important	Not too Important	Not at all Important
General Government	27	15	16	10	8
Health Services	8	12	8	7	6
Justice Administration	23	23	25	5	11
Other Option	2	3	4	0	1
Total	60	53	53	22	26

2000/2001 Alumni Response

Option Area	Extremely Important	Very Important	Somewhat Important	Not too Important	Not at all Important
General Government	36%	20%	21%	13%	11%
Health Services	20%	29%	20%	17%	15%
Justice Administration	26%	26%	29%	6%	13%
Other Option	20%	30%	40%	0%	10%

Importance Degree/ Obtaining Position

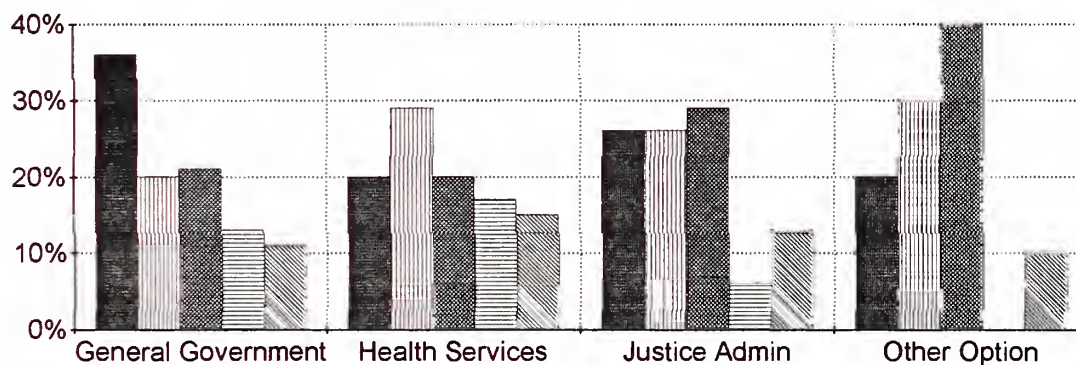


Chart 17: Total Response

■ Extremely ▨ Very ▩ Somewhat
 ▨ Not too ▩ Not at all

The above tables and chart indicate that over three-fourths of the responding alumni felt their degree was important in obtaining their current position (79.3%). Other Option alumni gave a 90% response in degree importance to current position. Justice Administration alumni responded 81% positive with General Government: 77% agreement and Health Services 69%.

Justice Administration alumni reported that it was “extremely important” by twenty-six (26%) percent. Twenty-six (26%) percent of the respondents also related that they felt the relationship of their degree to their current position was “very important”. Twenty-nine (29%) percent responded that their current position and the importance of their degree to this position had “somewhat importance”. The importance of their degree to the current position held by Justice Administration alumni response recorded a positive eighty-one (81%).

Health Services alumni related that their degree was “very important” by twenty-nine (29%) percent and “extremely important” and “somewhat important” a positive twenty (20%) percent each. Health Service respondents rated “not too important” seventeen (17%) and “not at all important” fifteen (15%) percent. Although Health Services alumni gave the lowest ranking in the importance of their degree to their current position, a positive response average yielded sixty-nine (69%) percent.

General Government alumni reported a thirty-six percent (36%) “extremely important” relationship of their degree to their current position. Twenty percent (20%) felt that the relationship was “very important” and twenty-one percent (21%) felt that it was “somewhat important”. Thirteen percent (13%) of the alumni responded to “not too important” while eleven percent (11%) felt that the degree relationship to their current position was “not at all important”. Overall positive response was seventy-seven percent.

Ninety percent (90%) of Other Option alumni felt that their degree was important to their current position. Thirty percent (30%) responded “very important” and forty percent stated that they felt the degree/current position relationship was “somewhat important” and twenty (20%) percent felt the relationship was “extremely important.”

FINDINGS KEYED TO EACH OBJECTIVE

Survey Question 18: "The MPA/MSA program has a strong sense of direction."

The following tables and chart exhibit the total responses of the 2000/2001 Survey of alumni.

Greatest agreement was in Justice Administration with 95% positive response. General

Government reported 93% agreement and Health Services Administration responded with

68% agreement. Other Option alumni reported 50% positive and 50% neutral responses.

87% of all responses recorded positive agreement in the program's strong sense of direction.

2000/2001 Alumni Response

Option Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
General Government	35	39	6	0	0
Health Services	5	23	8	3	2
Justice Administration	55	29	5	0	0
Other Option	4	1	5	0	0
Total	99	92	24	3	2

2000/2001 Alumni Response

Option Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
General Government	44%	49%	8%	0%	0%
Health Services	12%	56%	20%	7%	5%
Justice Administration	62%	33%	6%	0%	0%
Other Option	40%	10%	50%	0%	0%

Strong Sense of Direction

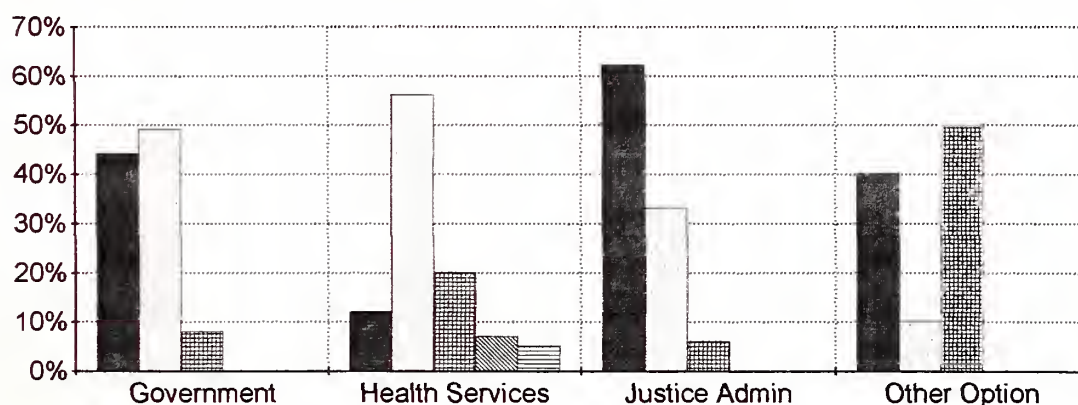


Chart 18: Total Response



Question 18: *"The MPA/MSA program has a strong sense of direction."*

The following information was taken from Question 18 of the 2000/2001 Survey of MPA/MSA Alumni. Respondents were requested to give their answer by the level of agreement with the statement. Eighty-seven (87%) percent of responding alumni agreed that the program had a strong sense of direction. Eleven (11%) percent were neutral and two (2%) percent (Health Services option alumni) disagreed.

Ninety-three percent (93%) of the General Government alumni gave positive response to the program's sense of direction (Strongly agree/Agree). Six General Government alumni marked "neutral" on the 2000/2001 Questionnaire Survey.

The majority of Health Services alumni responded with positive agreement (68%), although twelve percent (12%) did not. Twenty percent (20%) of Health Services alumni responses were recorded as neutral.

The highest sense of agreement came with Justice Administration alumni, of whom ninety-five percent (95%) responded positive agreement (Strongly Agree/Agree) with the MPA/MSA program's strong sense of direction. Five Justice Administration alumni recorded neutral response. Justice Administration alumni recorded no disagreement in their response to the program's strong sense of direction.

Other Option area alumni recorded positive agreement with the MPA/MSA program's sense of direction by fifty percent (50%). The remaining responses were found to have been recorded as neutral (50%). There was no disagreement with the program's strong sense of direction.

FINDINGS KEYED TO EACH OBJECTIVE

Question 19 asked: "Did the value added from getting an MPA make it worthwhile to you in financial terms?"

2000/2001 Alumni Response

Option Area	Yes	No
General Government	60	20
Health Services	27	16
Justice Administration	71	19
Other Option Area	7	3
Total	165	58

2000/2001 Alumni Response

Option Area	Yes	No
General Government	75%	25%
Health Services	63%	37%
Justice Administration	79%	21%
Other Option Area	70%	30%

Added Value vs. Financial Terms

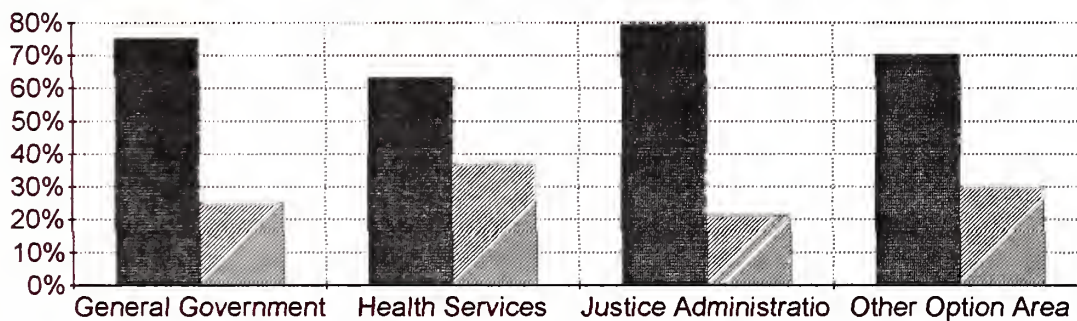


Chart 19: Total Survey Response

■ Yes ▨ No

Chart 19 indicates the positive responses in relation to the value of the MPA degree versus the financial terms. Approximately three-fourths of alumni (74%) recorded that the value of the degree was worthwhile in financial terms. Justice Administration alumni recorded 79% agreement; General Government: 75%; Health Services: 63%; and Other Option area alumni responded with 70% agreement in the value of the degree versus financial terms.

FINDINGS KEYED TO EACH OBJECTIVE

Question 20 asked: "Did you learn what you expected to in the MPA program?"

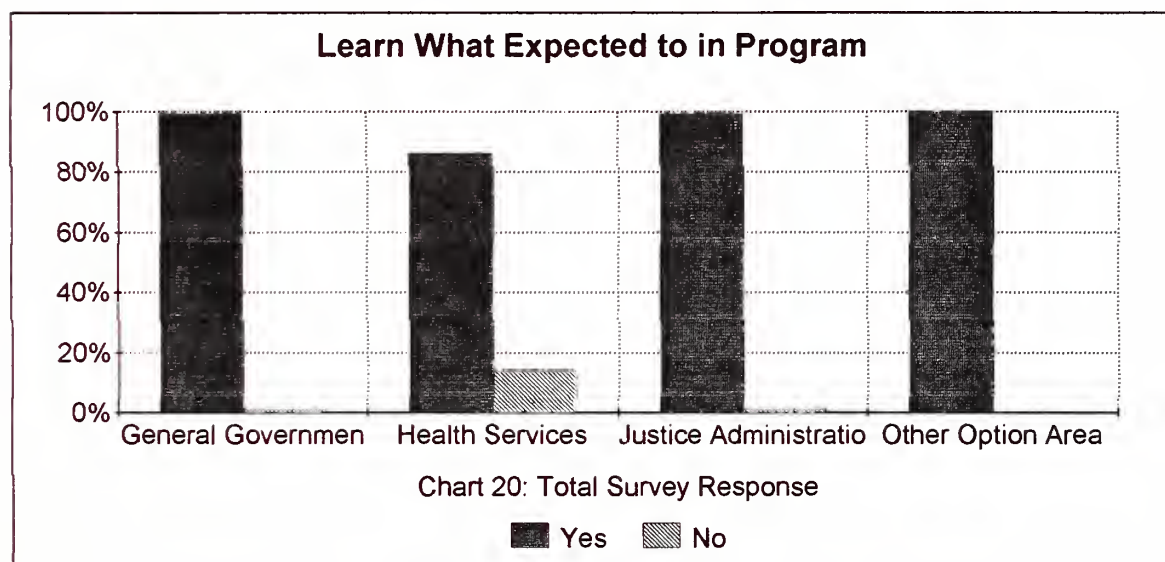
The following tables and chart exhibit total responses. 96.4% alumni responded "yes."

2000/2001 Alumni Response

Option Area	Yes	No
General Government	78	1
Health Services	38	6
Justice Administration	87	1
Other Option Area	9	0
Total	212	8

2000/2001 Alumni Response

Option Area	Yes	No
General Government	99%	1%
Health Services	86%	14%
Justice Administration	99%	1%
Other Option Area	100%	0%



The above tables and graph illustrate the 2000/2001 Survey response.

Over ninety-six percent (96%) of the alumni responded "yes" to learning what they expected in the MPA program. General Government and Justice Administration alumni both responded ninety-nine percent (99%) positive. Health Services alumni gave the lowest response rating with 86% "yes" and 14% "no". Other Option area alumni recorded a 100% positive response.

FINDINGS KEYED TO EACH OBJECTIVE

Question 21 asked: "Since you received your MPA degree, how important do you consider each of the following aspects to your success? MPA Education; Other advanced degrees/education/training; Undergraduate education; Network and personal contacts; Work experience; Hard work; Personal competence; Opportunity/luck.

2000/2001 Alumni Response

Question Area	Very Important	Important	Somewhat Important	Not Very Important	Unimportant
MPA Education	124	65	21	9	4
Other Degrees	102	68	33	7	5
Undergraduate	99	73	39	7	1
Network/Contacts	101	65	38	11	5
Work Experience	126	76	13	4	1
Hard Work	152	57	8	1	2
Personal Competence	164	50	6	0	1
Opportunity/Luck	50	62	67	27	15

2000/2001 Alumni Response

Question Area	Very Important	Important	Somewhat Important	Not Very Important	Unimportant
MPA Education	56%	29%	9%	4%	2%
Other Degrees	47%	32%	15%	3%	2%
Undergraduate	45%	33%	18%	3%	1%
Network/Contacts	46%	30%	17%	5%	2%
Work Experience	57%	35%	6%	2%	0%
Hard Work	69%	26%	4%	0%	1%
Personal Competence	74%	23%	3%	0%	0%
Opportunity/Luck	23%	28%	30%	12%	7%

The above tables indicate alumni response to how important each aspect was to their success, since receiving their MPA degree. MPA Education, as well as other degrees, received a rating of 94% (each) in consideration of their success (Very Important, Important, Somewhat Important). Ninety-six percent (96%) of the respondents state positive importance in relation to their undergraduate education. Network and personal contacts drew a 93% response rate. Opportunity/luck received the lowest response ratings at 81%, while Personal Competence received the highest at 100% positive response. Hard work followed second highest with a 99% response rating. Work experience followed closely in ranking with a response rating of 98% importance. Competence, hard work, and work experience ranked the highest of all aspects in importance to success.

FINDINGS KEYED TO EACH OBJECTIVE

Question 22: "Did your MPA training enable you to reach your career goals?"

A positive response average of seventy-nine percent (79%) was recorded by MPA alumni.

2000/2001 Alumni Response

Option Area	Yes	No
General Government	56	19
Health Services	30	8
Justice Administration	66	13
Other Option Area	6	3
Total	158	43

2000/2001 Alumni Response

Option Area	Yes	No
General Government	75%	25%
Health Services	79%	21%
Justice Administration	84%	16%
Other Option Area	67%	33%

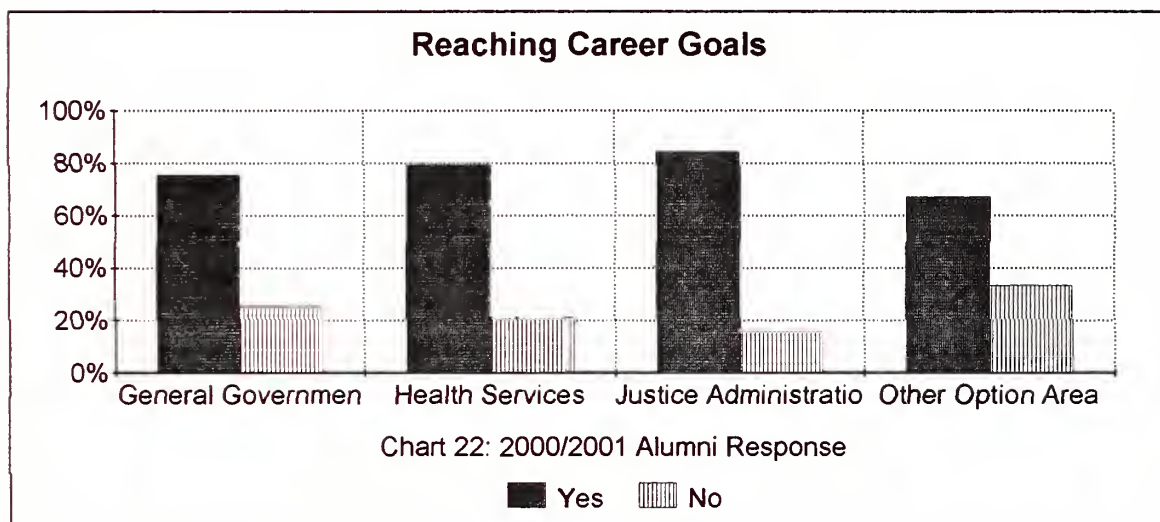


Chart 22 exhibits the response rate of alumni in relation to reaching their career goals. General Government related 75% achievement in reaching career goals through the MPA program. Health Services alumni recorded a 79% positive response with Other Option area alumni responding with 67% positive response in reaching career goals. Justice Administration alumni recorded that 84% of their graduates were enabled to reach their career goals through the MPA training. Twenty-nine alumni did not respond to this question.

FINDINGS KEYED TO EACH OBJECTIVE

Question 23: "Please rate the adequacy of support facilities for the MPA program."

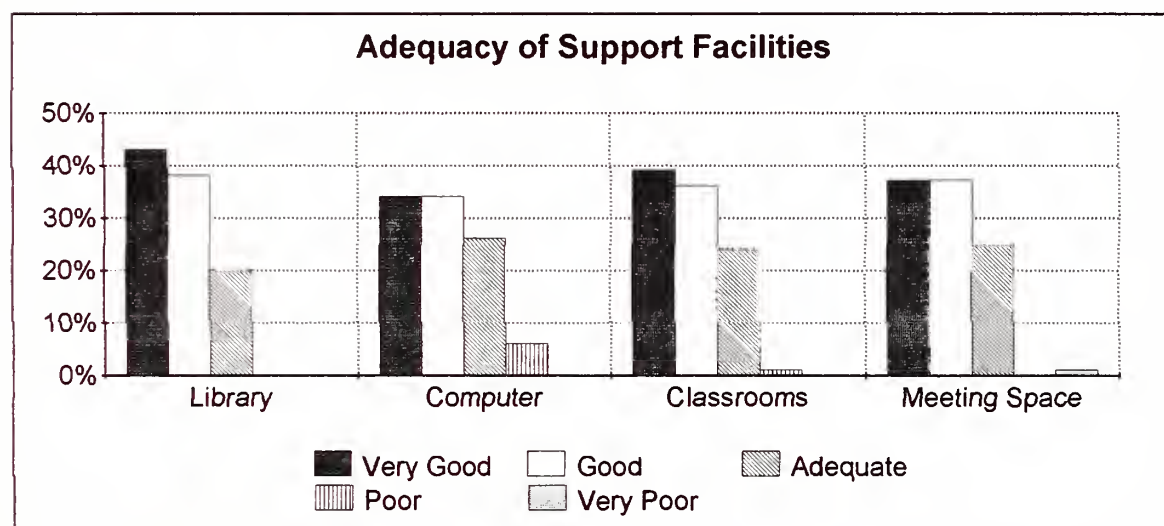
Library Computer Classroom Meeting Space

2000/2001 Alumni Response

Facility	Very Good	Good	Adequate	Poor	Very Poor
Library	91	80	42	0	0
Computer	69	69	52	13	0
Classrooms	87	79	52	2	1
Meeting Space	81	81	55	0	2
Total	328	309	201	15	3

2000/2001 Alumni Response

Facility	Very Good	Good	Adequate	Poor	Very Poor
Library	43%	38%	20%	0%	0%
Computer	34%	34%	26%	6%	0%
Classrooms	39%	36%	24%	1%	0%
Meeting Space	37%	37%	25%	0%	1%



Adequacy of the Columbus State University was rated 100% positive by all alumni in the 2000/2001 MPA/MSA Survey. Classroom and meeting space was given a 99% approval rating. Computer adequacy gained a 94% positive response. The overall response of alumni in relation to the adequacy of facilities at Columbus State University was 98% positive with classrooms and meeting space gaining the highest review. The above calculations were based upon figures taken from "Very Good" + "Good" + "Adequate" alumni responses.

The following tables exhibit the responses given to the question of adequacy in facilities at Columbus State University, categorized by option responses. General Government rated all facilities approximately 97% positive (Very good + Good + Adequate). Computer facilities ranked lowest among all facilities. Health Services ranked all facilities a positive 97% with the Library ranking highest followed by Meeting Space. Justice Administration respondents recorded similar responses. Library and Meeting Space ranked the highest in facilities with computer facilities lowest, but with a positive response of 96%. Other Option area alumni ranked CSU facilities as 100% positive.

General Government

Facility	Very Good	Good	Adequate	Poor	Very Poor
Library	50%	35%	15%	0%	0%
Computer	34%	34%	23%	10%	0%
Classrooms	39%	39%	20%	0%	1%
Meeting Space	39%	37%	23%	0%	1%

Health Services

Facility	Very Good	Good	Adequate	Poor	Very Poor
Library	47%	33%	21%	0%	0%
Computer	38%	35%	20%	8%	0%
Classrooms	35%	37%	26%	2%	0%
Meeting Space	29%	41%	29%	0%	0%

Justice Administration

Facility	Very Good	Good	Adequate	Poor	Very Poor
Library	33%	43%	24%	0%	0%
Computer	31%	34%	31%	4%	0%
Classrooms	40%	33%	26%	1%	0%
Meeting Space	37%	36%	27%	0%	1%

Other Options

Facility	Very Good	Good	Adequate	Poor	Very Poor
Library	56%	33%	10%	0%	0%
Computer	44%	33%	22%	0%	0%
Classrooms	56%	22%	22%	0%	0%
Meeting Space	56%	33%	10%	0%	0%

FINDINGS KEYED TO EACH OBJECTIVE

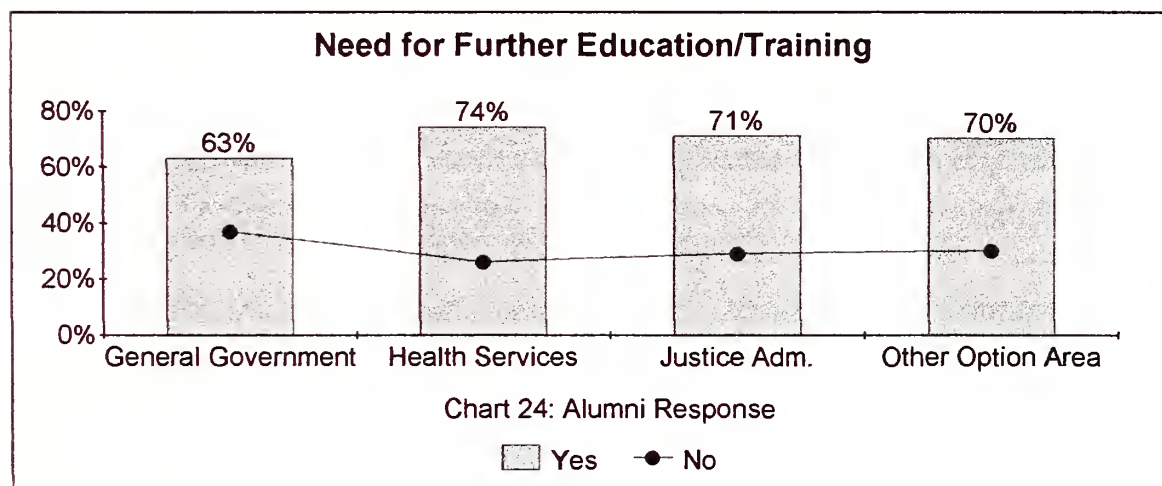
Question 24: "Since completing your MPA degree, have you felt the need for further training or education in connection with your career development? If yes, in what area?"

2000/2001 Alumni Response

Option Area	Yes	No
General Government	50	29
Health Services	31	11
Justice Administration	61	25
Other Option Area	7	3
Total	149	68

2000/2001 Alumni Response

Option Area	Yes	No
General Government	63%	37%
Health Services	74%	26%
Justice Administration	71%	29%
Other Option Area	70%	30%



The above tables and chart indicate the 2000/2001 alumni response in relation to the need for further education or training in connection with career development. Sixty-nine percent (69%) indicated there was a need for further education or training. Health Services alumni exhibited a need for further study through a 74% response. General Government gave the lowest (yet positive) response (63%) toward the need for further education or training. Justice Administration recorded 71% (Yes) for the need of further education/training. Other Option area alumni reported a 70% positive need for further education or training.

Question 24: *“Since completing your MPA degree, have you felt the need for further training or education in connection with your career development? If yes, in what area?”*

General Government respondents recorded sixty-three (63%) percent “Yes” responses in relation to whether they felt there was a need for further training or education in connection with their career development. Ph. D. program degrees were commonly recorded by General Government respondents. Specialty classes, computer skills classes, Law, refresher courses, education, budgeting and human resources classes were also stated as there being specific needs in relation to education and/or training. Three government alumni gave no response.

Health Service Administration alumni responded with a wide variety of continuing education and/or training field pursuits. Continuing education seemed to be the most prominent concern in Health Services Administration. Health Services alumni responded “Yes” to the need for further education or training by seventy-four percent (74%). Eleven (11) Health Services alumni gave no response.

Justice Administration respondents indicated a need for further education in Law Enforcement by a seventy-one percent “yes” margin. Suggestions for classes such as updating or staying abreast of new issues concerning changes in management and laws were noted. Ph.D. programs were also of interest in furthering education. Eight of the ninety-four Justice Administration respondents gave no response.

Other Option Area Alumni indicated a desire for furthering education and training in their field of interest. Graduate programs such as Ph. D. were also mentioned. Seventy percent (70%) of Other Option alumni responded “yes” toward interest in continuing education or training in relation to career development.

Question 24: *Since completing your MPA degree, have you felt the need for further training or education in connection with your career development? If yes, in what area?*

The following list records the specific responses categorized by option and graduate year.

General Government

No Year

Computers
 Budgeting and Computers
 Specialized - IT/MIS
 Doctorate
 Justice Admin, Guidance & Counseling
 Budget & Finance as I am managing a \$3,122,000 budget
 Ph. D,
 Ph. D. in criminal Justice to pursue teaching
 Yes
 *** "No" response - 6

1984-1997

DPA
 Specialty Classes
 Specialized Industry Training
 Continuing Legal Education Program
 Accounting, Basic business practices
 Management Skills
 Computer skills, political???
 Change careers to education
 Law
 Since I changed careers into Public School teaching, needed college classes
 Computer - Internet research. Lots out there. Almost sensory overload. Meeting the ability to narrow researches and knowing what to look for can help.
 Education
 Training in non-profit administration
 Would like to earn Ph. D. in Public Administration
 Ph. D. Public Affairs V.C.F or Land Ofc.
 I would like to gain my terminal degree (DPA) one-day at CSU
 Specific Law Enforcement Fraud & Interviews and Interrogating, etc.
 Computer Information/Services
 More human resources training - ie law
 Not a need, but a desire. Grad School was a wonderful experience.

*** “No” response - 11

*** “No Response” - 2

1998-2002

Accounting/Budgeting

Refreshers in area such as employee development, etc.

Inter Compact agreement and foreign aspects of admin types

Refresher courses

Ph. D. in Criminology

Because I am in higher education, the need for a doctoral degree will eventually become an issue for advancement far beyond my current position.

Ph. D.

Ph.D. - either Public Policy Administration or Educational Leadership and Policy in the very near future.

Education

Doctorate Public Admin or MED

Technical - Security

Possibly Law School

Not at this time, maybe in a few years

Ph. D. - Public Administration

Human Resources

Project Management

Law School

Computer Skills

I would love to pursue my Doctorate

Planning on starting an EDD Program

Law Enforcement is always changing

Specific Classes

*** “No” response - 11

*** “No Response” - 1

General Government responses gave twenty-eight (28) “No” responses in questioning whether the alumni felt there was a need for further training or education in connection with their career development. Fifty-one (51) responded “Yes” and the above list compiles the areas in which alumni felt a need for further training or education.

Health Services Administration

No Year

Experience

Nursing

Would love to continue a doctoral work

Computer skills - Database & Spreadsheet

As stated

Business & Management, Also information Systems area.

Particularly ??? to change in legislative Managed Care, Economic influences and lack of financial and ???

(Yes & No response) Nursing. Please note that I have come to the conclusion that I am not administrative material. I hate doing paperwork and being shut up in an office (Tabulated as 'No Response')

*** "No" response - 3

1984-1997

Technical skills, patient care skills

Clinical psychology & Licensure

I am currently in a Ph.D. program - Industrial/Organization Psych

Nutrition

Master at Hospital Administration @ 1 year Residency

Business issues in general Communication Issues

Computer technology

MBA

Managed Care, Accounting (Managerial)

Completed Masters Degree in Nursing (MSN) and requirements to take Family Nurse Practitioner boards (passed AANP & ANCC exams)

Continued training in aspects of management to maintain and enhance personal development & competence classes

Ethics, Board Governance, CQI

Health Care Finance

Business, ACOA - Accounting - Economics - etc. - Computers

Education

Education

(No) Other than many Continuing Ed. courses

(No Response) Continuing education a must!

*** "No" responses - 4 *

1998-2002

MBA

Ph.D. in Physical Therapy or Movement Science

Occupational Therapy
 Just CEU to remain current
 Considering Ph.D.
 Education - Curriculum Development, Assessment, etc.
 Passed Certification for Case Management
 Just feel I will need a more advanced degree to compete in this field a long w/
 experience.
 *** "No" responses - 3

Health Service Administration Alumni responded with a wide variety of
 continued education/training fields to pursue. Continuing education seemed to be the
 most prominent concern. There were eleven 'No Responses' in the survey total.

Justice Administration

No Year

Legal updates, new state program initiatives
 Changes in Personnel Law (HR)
 Management
 As I stated before, Jail and Prison Management
 Public Administration
 Human Resources
 Law Enforcement Academy
 Training continues constantly, and changes as threats and issues of Public Safety,
 and Employee Management changes.
 DPA
 Yes, achieving a doctorate will enhance the value to me of securing the MPA
 *** "No" responses - 1
 *** "No Response" - 2

1984-1997

Computers, Training Programs, New. Advances in Law Enforcement & Admin
 Management or MBA
 Specialty training
 Personnel Law
 I successfully completed a Master of Science Degree in International Relations
 with Troy State University
 Obtained Juris Doctorate
 Management Development

Updates on Administrative Issues
 Forensic Psychology / Counseling Research
 Forensic Sciences
 Zoning, Emergency Management - preparedness - mitigation
 Social Sciences
 Human Resources, Public Policy, Marketing, International Politics/Relations
 Understanding the X & Y generation
 The State of GA does not recognize this degree in my field.
 Psychology
 Fire Safety, Fire Science, & Engineering
 Only Additional work experience (Managerial) but it comes w/ time
 *** "No" responses - 8
 *** "No Response" - 3

1998-2002

Unsure
 Continuing my education - DPA
 DPA
 Employee development
 Education (teaching)
 Other related courses in law enforcement
 Current issues in Law Enforcement
 Looking at possible Ph.D.
 GIS
 Educational Leadership
 Considering Ph.D. in Public Administration
 Education/Administration of employees/laws
 Leadership, some IT stuff
 Law ???
 Command College
 Management
 CS
 Assessment Training
 Experience
 Criminal Justice
 Doctoral Program
 Ph.D.
 In areas connected specifically to my new job
 Continuing on into a doctoral program
 I would like to pursue a Ph.D. - Public Admin
 Continued updating on emerging issues
 Legal issues
 Managing multiple Projects - Time Management
 MBA or other advanced degree

I want my Ph.D., so I can teach at college level

Yes

Law School - doctorate degree

Yes

(No) Once employed will always need continuing education.

*** "No" response - 15

*** "No Response" - 2

Justice Administration Alumni response indicated a need for further education in Law Enforcement and up dating or staying abreast of new issues concerning changes in management and laws. Ph.D. programs were also of interest in furthering education. There were twenty-five (25) responses indicating "No" need for further training or education in connection with career development. There were eight non-responses.

Other Options Area

All Years

I would like to obtain my Ph.D. in the field of Human Resources and Mgmt. I wish I could complete my education @ CSU. Unfortunately there's not a Doctorate program.

Computer Update etc.

Geriatric care issues. Now registered for CSU's graduate certificate in gerontology.

Career Service leadership training/ Counseling - related training (MBTI, to be specific)

Criminal Justice / Public Administration

Human Resources

Individual Course Work

*** "No" responses - 3

Other Option Area Alumni indicated a desire for furthering education and training in their field of interest. Graduate programs (Ph.D.) were also mentioned. There were three (3) "No" responses to interest in continuing education or training in connection with career development.

CONCLUSION

The Columbus University MPA/MSA program provides graduate program options in areas of General Government, Health Services Administration, Justice Administration, and Other Option area. In the 2000/2001 MPA/MSA Survey of Alumni, eighty-two (35.7%) General Government alumni, forty-four (19.1%) Health Services Administration alumni, ninety-four (40.9%) Justice Administration alumni, and ten (4.3%) Other Option alumni responded for a total of 230 respondents. Other Option area alumni included Business/Government/Psychology, General Administration, Government/Justice Administration, and Justice/Health Services Administration.

Responding alumni received their MPA/MSA degree between the years of 1984 through 2002. Eighty-nine (38.7%) alumni received their degree between years 1984-1997. One hundred (43.5%) respondents stated their graduation year from 1998-2002. Forty-one (17.8%) responding alumni omitted their graduation date.

When alumni's objective in the program was requested, multiple responses were recorded. Thirty-four percent of alumni responded "Professional advancement" as their objective in the program. Twenty-eight percent of the responding alumni recorded "Personal development" as their objective. Twenty-five percent recorded "Professional development" and thirteen-percent "Entry into new professional field."

Alumni were asked their profession/occupation while in the program. A strong relationship was indicated as "in field" occupation in Justice and Health Service alumni. Sixty-nine percent of Justice Administration respondents worked in the Criminal Justice field. Ninety-five percent of Health Services alumni were employed in Health Services.

General Government alumni recorded forty-one percent working the Criminal Justice fields with forty-eight percent working in other occupations. Twenty percent of Other Option area alumni reported working in the Criminal Justice field, ten percent worked in Health Services and sixty percent worked in other areas of employment. Of the two hundred and twenty three responses, forty-three percent (42.6%) worked in the Criminal Justice field; eighteen percent (17.5%) worked in Health Service occupations.

When alumni were asked to respond to best description of their status since graduation, “New employment” was the number one response (43%). Alumni that continued “Pre-Graduation employment” recorded a thirty-three percent response rate. Fifteen-percent of alumni were admitted into “Further graduate” or “Professional studies.” Four-percent were unemployed (2% by choice/2% not by choice), and five-percent were retired. The greater number of General Government alumni (42%) continued pre-graduate employment with forty-one percent (41%) relating “New employment.” Forty-one percent (41%) of Justice Administration alumni continued pre-graduate employment with thirty-five (35%) percent finding new employment. Fourteen-percent (14%) continued Graduate or Professional studies. Forty-one percent (41%) of Health Services Administration alumni found “New employment”; thirty-one percent (31%) continued pre-graduate employment with twenty-percent (20%) furthering graduate or professional study. Other Option area respondents recorded fifty-five (55%) percent “New employment” with eighteen percent (18%) continuing pre-graduate employment and eighteen percent (18%) furthering their education. In rating the relationship of the degree to the objects, alumni ranked satisfaction of ‘Very Satisfied’ and ‘Satisfied’ by a 92.8% positive response.

Quality of instruction in the Columbus State University MPA/MSA curriculum recorded an overwhelming ninety-nine percent (99.1%). 2000/2001 Survey alumni rated the quality of advising in the MPA/MSA program ninety-seven percent (96.9%). When asked if they (the alumni) would recommend the MPA/MSA program to co-workers or friends, one hundred percent (100%) responded “yes”.

MPA/MSA alumni were asked to evaluate the contribution of the program to their knowledge of administrative practices and issues associated with specific issues. Quality response ratings were recorded in all subject inquiries. A brief summary follows:

Organization behavior (e.g. motivation, leadership, communication) and managerial methods: 99.5% positive response; Alumni option area (courses in General government, Health Services Administration, Justice Administration): 96.9% positive response; Acquisition and use of information (including, but not limited to, research methods): 96.4% positive response; Ethical aspects of organizations and public service: 95.1% positive response; Administrative responsibility (accountability to supervisors, elected officials and the public): 93.8% positive response; Human Resources Administration: 93.8% positive response; Budget and Financial Administration: 85.7% positive response. Of the fifteen hundred and seventy-two responses recorded, eighty-three responses were recorded as “fair” and five were recorded as “poor.” Fourteen hundred and eighty-four alumni (94.4%) evaluated the contribution of the program as “excellent” and “good.”

Evaluation of program contribution to alumni’s ability to perform specific functions necessary in Public Administration also obtained favorable assessment. The following responses were recorded in evaluation of program contribution to alumni’s ability to: Make effective decisions in interaction with others: 99.1% positive response;

Analyze problems and devise solutions, and Communicate with others in alumni organization: 98.2% positive response each; Deal with ethical aspects of problems: 94.2% positive response; Communicate with public: 93.8% positive response; and Communicate with elected officials: 90.7% positive response. Of thirteen hundred and fifty-seven responses, fifty-six alumni recorded “fair” and only two recorded “poor.” Twelve hundred and ninety-nine alumni responses (95.7%) were recorded as positive (excellent/good) in relation to the contribution of the program and the cited abilities.

Alumni were asked if they had learned what they expected to learn in the MPA program. A positive response was recorded by over ninety-six percent (96.4%) of respondents. Approximately three-fourths (74%) of alumni stated that the value added from getting an MPA made it worthwhile in financial terms. Over three-fourths (77.6%) of responding alumni felt the MPA degree was important in obtaining their current position. Approximately seventy-nine percent (78.6%) of responding alumni related that the MPA training enabled them to reach their career goal. Over ninety-seven percent (97.4%) agreed that the MPA program had a strong sense of direction.

A number of suggestions were presented for the program on the whole. Fifteen alumni suggested additional budget/finance classes, twenty-four alumni brought attention to experience and networking, and nine respondents suggested additional computer and technology classes. Six Health Services alumni suggested a greater emphasis in medical and healthcare courses. Ten Health Service and Justice Administration alumni suggested assistance in job placement through consideration of requests for more formal experience/training via additional internship programs and ‘hands-on’ instruction. Eleven respondents suggested the use of spokespersons, administrators, representatives,

executives and elected officials as lecturers for program enrichment. Seven alumni voiced the need for course evaluation and/or review of course text relating to Budget and Finance classes. Budget application was a concern in General Government, Justice Administration and Health Service options areas.

As an additional inquiry, alumni were requested to rate the adequacy of support facilities for the Columbus State University MPA/MSA program. Library facilities received the highest response with a 100% approval rating (Very good, Good, Adequate). Meeting space received the second highest response with a ninety-nine percent (99.1%) approval rating. Classroom facilities followed with ninety-nine percent (98.6%) positive response. Computer support facilities drew the least response of the four facilities, yet received a ninety-four percent (93.6%) rating for adequacy of support facilities.

When MPA/MSA alumni were asked if they felt the need for further training or education in connection with their career development, approximately sixty-nine percent (68.6%) responded “yes.” Accreditation and higher degree programs (DPA and Ph D) were included in alumni suggestions.

High commendation for the program was found in all areas of this survey. Gratitude and praise for the work of Dr. William Chappell, Jr. and his special attention to the needs of the student was observed. Commendations were recorded in relation to the Command College of Columbus State University and the work of Dr. Archie Rainey. High ranking percentages of positive response for the Columbus State University MPA/MSA Graduate Program was the majority consensus in the Columbus State University 2000/2001 MPA/MSA Alumni Survey.

RECOMMENDATIONS

Recommendation 1: The first recommendation for the MPA/MSA program at Columbus State University would be greater 'hands on' experience in course context and presentation. Internship programs were suggested frequently throughout the survey responses and although this would be beneficial to the student and possibly the employer as well, internship is an individual experience. Group participation in class 'hands on' exercises is a recommendation the program could attain to give greater 'hands on' experience. Experience is hard to obtain objective without first obtaining a position to gain experience. Being fresh out of college, with no experience or contacts as a means to secure employment, can present problems in employment. Greater 'hands-on' familiarity, gained through university directives, and greater exposure to potential employers through 'hands-on' curriculum would allow the graduate an enhanced opportunity toward employment.

Recommendation 2: Due to dissatisfaction in gaining employment and/or acceptance of the Health Services Administration option program by some employers, attention needs to be given to qualifications and desires of competency curriculum geared toward employer demands.

Recommendation 3: Emergency Management courses/degree is a recommendation to be considered as a new direction with respect to profession and professional employment. Attention to this growing discipline should be given not only in consideration of 'student' satisfaction but in consideration of 'student and nation' safety. In this unfortunate era of terrorism upon American soil, awareness and

preparation of emergency management is an essential obligation of colleges and universities.

Recommendation 4: Attention should be given to Budget and Finance courses. Course focus and content should be given review and consideration should be placed upon the needs of the student in relation to the future application of course subject matter. Better correlation of course content and the demands of employer/profession need to be made. Numerous suggestions were stated by respondents requesting greater 'hands on' experience in the budget process. Greater understanding of the application process is what is needed.

Recommendation 5: With a high majority of positive responses found in this survey, it is apparent there seems little that needs to be changed. For the program to continue to maintain such high standards, attention and constant update of information and ideas in relation to the ever-changing needs and demands of the Public Administrator is the final recommendation in this paper.

LIMITATIONS

Limitations to this research thesis was the number of responses in relation to the number of graduates from the Columbus State University MPA/MSA program. Full analysis has been given to the responses of the alumni that participated in the program survey. Analogy must be made through participant responses, but questions can linger in relation to the thoughts of those alumni that did not respond.

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APPENDIX

Columbus State University Mission Statement	1
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Mission Statement

Columbus State University

In addition to the University System of Georgia Mission Statement and the Core Mission Statement for State Universities, Columbus State University has the following select mission.

Columbus State University will serve the educational needs of a diverse region by providing a mixture of liberal arts and professional programs leading to associate, baccalaureate and graduate degrees. The university also will serve transfer and transient students as well as those seeking certification and licensure. The university will maintain a strong core of general education as the foundation of all its academic programs. The university, through University college, will provide a student-centered developmental program for those students who are unprepared for the rigors of college work. The university will serve the educational, cultural, and economic needs of its region by providing credit and non-credit outreach programs. In all these endeavors, the university will strive to meet the needs of previously underserved populations in its service area.

Vision Statement

Columbus State University is committed to the following:

- educating students to think critically, work creatively, communicate effectively, and become technologically literate;
- functioning as a visible, responsible and responsive student-centered institution dedicated to academic excellence;
- fostering the cultural, ethnic, racial and gender diversities of students, faculty and staff by responding to the needs of a changing student population;
- promoting areas with distinctive strengths for which reputations for excellence can be recognized;
- providing a supportive environment that encourages faculty and staff to continue their intellectual and professional growth;
- meeting educational, research, and service needs of the region through collaboration with academic and technical institutions, local school systems, businesses and government agencies, and cultural organizations.

Students

Recent high school graduates who have completed a college preparatory curriculum will continue to form the nucleus of a diverse student body. Columbus State University accommodates students having a variety of needs. These students include those pursuing two-year, four-year, and graduate degrees as well as those taking courses through the Division of Continuing and Regional Education Services.

Program/Service Mix

To meet the diverse needs of its clientele, Columbus State University offer a mixture of liberal arts and professional programs at the associate, baccalaureate and graduate levels. An exemplary general education program is the foundation of all undergraduate degree programs. Columbus State University also provides a strong developmental studies program to serve those students under prepared for the rigors of university work. The university responds to the needs of underserved populations by providing new academic programs, offering off-site instruction, and utilizing distance learning technologies.

Columbus State University judiciously uses its financial resources in developing and implementing new credit and non-credit programs. In addition to meeting the general educational needs of its students, the university continues to identify and support programs and services for which a reputation for excellence has been and/or will be developed.

These select mission areas include:

- the fine and performing arts;
- science, mathematics, and technology education;
- regional economic and community development;
- international education and exchange;
- educator preparation.

Columbus State University offers a variety of services to stimulate the intellectual, cultural, physical and social development of its students. Services are student-oriented and are directed toward successful recruitment, advisement, retention and placement. Research, consultation and other outreach efforts enhance the region as well as the institution; these efforts are supported and encouraged.

The management of all Columbus State University programs and services reflects a competent, confident and caring commitment to the development of the students, the institution and the region.

Comparative Advantage

Columbus State University offers an outstanding array of significant advantages which, when combined, are unequaled in the region. The university is accessible and affordable to a large segment of the region's population and offers a broad variety of excellent programs. With the help of a supportive community and a strong University Foundation, the University excels in providing:

- a qualified, credentialed teaching faculty offering exemplary instruction and individualized attention to students;
- life-long learning opportunities serving the educational needs of the region;

<http://students.colstate.edu/mission.asp>

- excellent library resources, full media services, and distance learning technologies.
- collaborative ventures with University System and area technical institutions;
- effective partnerships with regional and international organizations;
- quality services and activities which promote the development of a diverse student population.

The key to promoting Columbus State University lies in maintaining a positive internal and external image, developing and supporting exemplary programs and services, and aggressively marketing the distinctive strengths and comparative advantages of the institution.

Strategic Planning Goals: 2000 - 2005

The Statement of Purpose serves to guide the planning, implementation, and evaluation of all university activities. Integrally related to the Statement of Purpose are the strategic planning goals, which evolved from the broad-based strategic planning endeavors under the guidance of the Strategic Planning Commission. Listed below are the strategic planning goals and their rationale.

Strategic Planning Goals

GOAL 1: To organize all activities, including program design and delivery, evaluation and reward systems upon the principle of genuine concern for the education of students, their social and intellectual growth, and a demonstrated willingness of all personnel to become involved in that growth.

Rationale - Such a student centered environment will promote recruitment and retention, improve graduation rates, and create a genuine community of learners.

GOAL 2: To implement plans aggressively that will ensure a comprehensive enrollment model appropriate to our mission.

Rationale - Such a plan will include emphasis on admission standards, recruitment and marketing, retention, and student services to ensure continuous growth.

GOAL 3: To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.

Rationale - The select mission areas are:

- Fine and Performing Arts
- Science, Mathematics and Technology Education
- Regional Economic and community Development
- International Education and Exchange
- Educator Preparation

The university will focus financial and intellectual resources on initiatives that will have a major influence on the development growth of the region, especially those that emphasize collaboration and partnerships. These will enhance the unique image of the university, provide creative opportunities for students and serve as powerful recruitment tools for students and faculty.

GOAL 4: To increase the visibility of the university in the community, region, state, nation and other countries.

Rationale - The university's activities, collaborative ventures and accomplishments need to be ore visible in order to strengthen the university's competitive position in the recruitment of students and faculty. Such visibility enhancement will also increase awareness of the university's many contributions to the quality of life in the region.

GOAL 5: To adopt new strategies to increase and strengthen the diversity of the university community - faculty, staff, and students.

Rationale - Exposure to various ethnic, racial and international cultures and belief systems enhances the collegiate experience and the understanding of the social and professional world. The university must be aggressive in its efforts to recruit and retain minorities and international faculty, staff and students. The university will accommodate those with special needs and those whose academic potential has not been fully realized.

GOAL 6: To develop and implement a comprehensive master plan for the acquisition, use, and maintenance of technology in instruction and university operations.

Rationale - A comprehensive technology plan is needed to provide direction in: resource allocations; expanding faculty and staff training in the use of technology; improving instruction; reaching new students; and making administrative processes more efficient and service-oriented.

GOAL 7: To maintain and enhance a well-designed, functional, and attractive campus to support the educational and administrative needs of the university.

Rationale - To be competitive and gain recognition, Columbus State University must provide a quality environment for a quality education by addressing: the classroom environment; work environment; adequate library incorporating technology; improvement and expansion of residence life; and an attractive, well designed and well maintained campus.

Goal 8: To increase funding sources in order to maintain and expand programs and services of the university, as well as the ensure professional development of all personnel.

Rationale - The goals and aspirations of the university cannot be fulfilled through tuition income and state appropriated funding alone; therefore, additional funding sources must be identified. The university must strengthen its ability to attract higher levels of public and private financial support.

GOAL 9: To make an institutional commitment to action and accountability.

Rationale - The Strategic Planning Commission offers insights concerning Columbus State University's needs and responsibilities to its service area. The goals proposed should be developed into accomplishments to ensure continued academic growth.

